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ABSTRACT

This information guide is intended to assist principals and members of media committees in implementing the media policy of the Transvaal Education Department, this information guide was designed to be used in conjunction with the chapter on the education media service in the Manual for General School Organization (1986). Chapter 1 outlines departmental policy on media centers and media use and chapter 2 delineates the components of professional management of the media center, explains the composition and function of the media committee, and provides a sample school media policy. Titles of the remaining chapters are: (3) Planning for the Functioning of the Media Centre; (4) Planning for the Provision of Media Services; and (5) Planning for Media Use. Sample forms are given in the text to illustrate the stages of the planning process; the planning of work programs to achieve particular objectives; evaluation criteria for various educational media including print and audiovisual formats; and a method of curriculum-based collection analysis. The importance of teamwork for successful program implementation is emphasized throughout. Blank forms and an index are provided, and the entire text is duplicated in Afrikaans. (NRP)

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INFORMATION GUIDE FOR MEDIA CENTRES AND MEDIA USE IN SCHOOLS

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CHAPTER 1

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1.1 PURPOSE OF THE INFORMATION GUIDE

The purpose of this information guide is to give guidance to principals and members of media committees on how to implement Departmental media policy. The information guide is to be used in conjuction with the *Manual for General School Organisation* (1986), Chapter 37 : *The Education Media Service*. In paragraph 37.1, Departmental policy on and the aims of media centres and media use are described as follows:

1.1.1 Policy

1.1.1.1 "Every school should establish a media centre and integrate it and the educational programme purposefully.

1.1.1.2 A media committee under the guidance of the principal or the deputy principal should plan for the most effective use of educational media and the media centre so that all teachers and pupils benefit" (par. 37.1.1).

1.1.2 Aims

1.1.2.1 "To provide dynamic and efficient media services which support and enrich the curriculum with a variety of media for teaching and learning.

1.1.2.2 To promote the personal and intellectual development of every pupil to his full potential through planned and purposeful guidance in the use of media.

1.1.2.3 To motivate and equip pupils with skills to use media productively and meaningfully in school, at home and later in adult life"(par. 37.1.2).

1.2 USE OF THE INFORMATION GUIDE

The implementation of Departmental media policy forms part of the professional management task of the principal. The components of the professional management of the media centre and media use are mentioned in par. 2.1, and in par. 2.2 the composition and functioning of the media committee is explained.

An example of a school media policy is provided in par. 2.3 while guidance on the planning of a media programme and work programmes for its implementation is given in par. 2.4. The importance of teamwork in successfully implementing these is emphasized throughout.

A survey of the spectrum covered by media centres and media use and the relevant information is given in chapters 3, 4 and 5.

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CHAPTER 2

PROFESSIONAL MANAGEMENT OF THE MEDIA CENTRE AND MEDIA USE

2.1 COMPONENTS OF THE PROFESSIONAL MANAGEMENT OF THE MEDIA CENTRE AND MEDIA USE

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2.1.1 The school media policy and programme includes:

2.1.1.1 Determining the *needs of users*, teachers and pupils

2.1.1.2 Formulating a *school media policy* as an integral part of school policy, bearing in mind the unique circumstances and identified needs of the school (par. 2.3)

2.1.1.3 Formulating a *media programme* for the implementation of the school media policy and the integration of it and the school programme (par. 2.4)

2.1.2 The media centre includes:

2.1.2.1 Providing the *staff* required for the efficient functioning of the media centre (par. 3.1)

2.1.2.2 Determining needs for compiling the annual *media budget* (par. 3.2)

2.1.2.3 Evaluating the existing *media facilities* and planning for meeting short and long term needs (par. 3.3)

2.1.2.4 Building a functional *media stock* by involving the entire staff (par. 3.4)

2.1.2.5 The efficient *organisation* of the media stock (par. 3.5)

2.1.3 Media services include:

2.1.3.1 *Information retrieval* in the media centre by means of the subject catalogue, source lists and displays (par. 4.1)

2.1.3.2 *Making* media stock *available* to users (par. 4.2)

2.1.3.3 *Promoting* the media centre and media services for the improvement of media use (par. 4.3)

2.1.3.4 Providing *information and consultation services* to teachers and pupils (par. 4.4)

2.1.3.5 Attending *in-service training courses* and drawing up a *guidance programme* for staff members on aspects of media use that have been identified as needs (par. 4.5)

2.1.4 Media use in the school includes:

2.1.4.1 Teaching of *Media User Guidance* during scheduled periods *in the media centre*, for the senior primary and junior secondary school phases, and *in the classroom* for the junior primary school phase, special classes and the senior secondary school phase (par. 5.1)

2.1.4.2 The *integration of media* with class and subject teaching as part of subject policy, and the use of media in lessons and for assignments (par. 5.2)

2.1.4.3 The *extra-curricular use of media* for sport, leisure and cultural activities as well as for the personal requirements and interests of pupils (par. 5.3)

2.2 THE MEDIA COMMITTEE

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2.2.1 Aims of the media committee

Departmental policy (chap. 1) states that "effective use of educational media and the media centre" is to be planned by the media committee under the guidance of the principal or deputy principal. As the establishment of a media committee is the point of departure in implementing Departmental policy in a specific school, the media committee is responsible for all aspects of the media centre and media use.

2.2.2 Composition and functioning of the media committee

2.2.2.1 The media committee should be appointed in such a way that all subjects and school phases, as well as cultural and other activities, are represented. The size of the committee is determined by the size of the school and the number of activities offered.

2.2.2.2 The principal, as the professional leader, is to chair the media committee, with the deputy principal as his substitute. Heads of department for subjects and school phases, subject representatives, the media teacher and an assistant media teacher are ipso facto members. In smaller schools, the entire staff should be members of the media committee.

2.2.2.3 Sub-committees for specific projects may also be formed in larger schools. Staff members who are particularly interested in the use of media and the media centre, or with special talent, e.g. in art, photography or drama, may also be involved in sharing the responsibility.

2.2.2.4 The media committee is to determine the number of meetings and reserve dates on the school programme. The usual procedures for meetings are to be followed.

2.2.3 Functions of the media committee

The media committee is responsible for the professional management of the media centre and media use under the guidance of the principal. The media committee is to:

2.2.3.1 *Determine* the school media policy as part of the school policy (par. 2.3)

2.2.3.2 *Plan* the media programme in which provision is made for every component of the professional management of the media centre and media use (par. 2.4)

2.2.3.3 *Delegate* responsibility to members of the media committee for the study of specific components or sub-divisions (chapters 3,4, and 5) and for the planning of work programmes (par. 2.4)

2.2.3.4 *Co-ordinate* the work programmes during a meeting and determine the priorities for implementation of the year programme (par. 2.4)

2.2.3.5 *Control* all the activities and arrange for regular feedback during meetings

2.2.3.6 *Evaluate* the professional management of the media centre and media use

2.3 THE SCHOOL MEDIA POLICY

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2.3.1 Introduction

As policy is a statement of intent of *what is envisaged* or of the *aims* determined for a specific procedure or action, in the school media policy, the media committee should state its intentions on the implementation of Departmental policy for the media centre and for the use of media (par. 2.2).

2.3.2 Components of the school media policy

In the school media policy, provision should be made for the different components of the professional management of media centres and the use of media. An example of a school media policy for larger schools is given below by way of illustration. As this is *only an example*, it should be adapted to the circumstances and needs of each school. The media policy should not contain detail, internal procedures should be attached as annexures.

The references to paragraphs in the example indicate where the media committee may obtain further information.

2.3.3 Example of a school media policy

2.3.3.1 *AIM*

To implement Departmental media policy by:

- *Establishing a functional media centre for the effective use of educational media in the school*
- *Forming a media committee to determine, under the principal's guidance, the policy of the school for the various components and to put it in writing*
- *Integrating school media policy with school policy*

2.3.3.2 *THE PROFESSIONAL MANAGEMENT OF THE MEDIA CENTRE*

(1) ***The media committee*** *(par. 2.2)*

The media committee is responsibile for the professional management of the media centre and media use under guidance of the principal. The media committee is required to formulate school media policy and draw up media programmes for its implementation.

The media committee is to be formed by the principal and is to consist of:

A deputy principal (to act as substitute for the principal)
Heads of department
Specific subject representatives
The media teacher
The assistant media teacher

Assistant media teachers and other interested teachers are to be appointed to sub-committees to undertake specific projects under the guidance of the media teacher.

The functions of the media committee are to assist the principal in the professional management of the media centre and the use of media, as well as in the planning, co-ordinating and control of each component and sub-division of the school media policy.

An internal procedure is laid down for the functioning of the media committee.

(2) ***The school media programme*** *(par. 2.4)*

A media programme on the implementation of the media policy is to be drawn up every six months and integrated into the school curriculum. Work programmes are planned and integrated into the school programme.

(3) ***Evaluating the school media policy and programme***

- *The school media policy is to be evaluated as progress is made with the use of media so that amendments may be made to meet changing needs of teachers and pupils (par. 2.3.4).*
- *The school media programme and the work programmes on its implementation are to be evaluated to determine progress and to make timely adjustments (par. 2.4.4).*

2.3.3.3 *PLANNING FOR THE FUNCTIONING OF THE MEDIA CENTRE*

(1) ***Media staff*** *(par. 3.1)*

As part of the allocation of duties to staff members, provision is made for a full-time media teacher for the media centre who is responsible to the principal and the media committee. Assistant media teachers are to be appointed to take responsibility for specific duties under the guidance of the media teacher. These duties are to be included in their duty sheets as extra-mural activities. Administrative help is to be provided as far as possible.

Pupil assistants may help in the media centre and are to be trained as potential leaders. The allocation of duties and responsibilities to pupils is to be given attention; a duty timetable is to be compiled and controlled. Parent assistants may help with administrative work under the guidance of the media teacher.

(2) ***Media budget*** *(par. 3.2)*

Provision is made for the needs of the media centre in the school budget so that the media centre may be equipped with the necessary stock and facilities for curricular and extra-curricular media use.

(3) ***Media facilities*** *(par. 3.3)*

The physical requirements to equip the media centre and classrooms adequately for effective media use are dealt with during the planning of facilities.

(4) ***Media stock*** *(par. 3.4)*

All teachers should know the stock for their subjects/classes and assist the media teacher by analysing the stock according to syllabus requirements. They should identify shortcomings in the stock and after consulting the Media Guide make substantiated recommendations on the expansion of the stock. The evaluation criteria for each medium must be applied when selecting media stock for purchase. Priorities should be determined to ensure that funds are utilised to meet the most pressing needs.

The production of transparencies, sound recordings, slide-sound programmes and the expansion of the pamphlet and other collections are planned for in order to fill shortcomings that have been identified in the stock.

The borrowing of audio-visual programmes from the Education Library and the National Film Library are dealt with according to established procedures.

(5) ***Organisation of the media stock*** *(par. 3.5)*

The media committee should plan how to maintain the organisation of the media stock and should support the media teacher, other media staff and pupil assistants in the execution of their duties.

(6) ***Evaluating the functioning of the media centre***

The media committee should evaluate the effectiveness of the functioning of the media centre by means of questionnaires which are completed by teachers and pupils.

2.3.3.4 ***PROVIDING MEDIA SERVICES FOR MEDIA USE***

(1) ***Information retrieval in the media centre*** *(par. 4.1)*

Information retrieval in the media centre should be done for the subject catalogue according to subject, author and title. Cyclostyled catalogue cards are ordered from the Education Media Service.

Further information retrieval should be done by means of source lists, reading lists and displays.

(2) ***Making media stock available to users*** *(par. 4.2)*

The media centre should be open for use daily, before school, during breaks and after school. All pupils may borrow stock including those in the junior primary school phase as soon as they are able to accept responsibility for a loan.

Teachers should use the media centre and teachers' reference collection regularly, including centrally provided stock.

Audio-visual hardware should be available for use in the classroom. Teachers should apply to borrow hardware timeously, and pupils should be allowed to use hardware under the supervision of the teacher in the classroom or that of the media teacher in the media centre.

Internal lending procedures and a timetable for the media centre should be drawn up for users.

(3) ***Promoting the media centre, media stock and media services*** *(par. 4.3)*

The media centre and media services should be actively promoted among pupils, teachers and parents by means of notices, clear directions, posters, the school newspaper, source and reading lists, displays, competitions, demonstrations, readings from books, parents' evenings, functions or other fund raising initiatives. These promotions are integrated into the school programme.

(4) ***Information and consultation services for teachers and pupils in the media centre*** *(par. 4.4)*

The media teacher with the support of the media committee should provide professional information and consultation services, by reaching out to users, by creating a pleasant atmosphere and by providing services to the users according to their needs.

(5) ***In-service training and guidance in the use of media*** *(par. 4.5)*

In-service training courses (orientation and regional) in the use of media should be attended as planned by the media committee. The media committee should arrange for a report back to be made to the committee and for conveying the course content to the rest of the staff.

Work sessions and other in-service training opportunities should be selectively utilised so that as many staff members as possible are given an opportunity to attend. The need for work sessions should be identified and brought to the attention of the Education Media Service.

A programme for guidance in various aspects of media use should be compiled and presented in the media centre, and new staff should be given systematic guidance to facilitate their integration into the school media programme.

(6) *Evaluating media services for the use of media*

The media committee should lay down criteria for the evaluation of media services by the users, teachers as well as pupils. Shortcomings should be identified and priorities determined for the improvement of specific media services.

2.3.3.5 *MEDIA USE*

(1) *Teaching Media User Guidance to develop information and media skills* *(par. 5.1)*

- *Media User Guidance is integrated into classroom teaching in the junior primary school phase and in special classes. Media block loans are to be made for the media corner in each classroom. Teachers should know the stock and become involved in stock building. They should co-operate with the media teacher on block loans, periodic visits to the media centre and give guidance to pupils on the loan of books for themselves.*
- *One period per week is set aside on the timetable for each class in the senior primary and the junior secondary school phases for the teaching of Media User Guidance. The teachers concerned with these school phases should co-operate with the media teacher in the systematic development of media skills in the media centre and their application in the classroom where use is made of block loans.*
- *Teachers in the senior secondary school phase should co-operate with the media teacher to arrange for one or more visits per term to the media centre during a subject period, so that information and media skills may be further developed through application.*
  Assignments should be planned with due consideration of available stock and according to the interest and aptitude of pupils, so that differentiation is possible.

(2) *Curricular media use* *(par. 5.2)*

It is Departmental policy that teachers should use a variety of media in teaching and that media should be purposefully selected and integrated into lessons.

Heads of department should give guidance at subject meetings on the use of media in the different lesson phases and on the choice and organisation of assignments for pupils. Experiences of effective media use should be shared mutually and discussed at media committee and staff meetings.

(3) *Extra-curricular media use* *(par. 5.3)*

The media committee and the particular teachers involved should also provide for the requirements of extra-curricular media use, e.g. sport and relaxation, cultural activities, personal needs and interests.

(4) ***Procedures for media use***

Internal procedures are laid down on co-operation with the media teacher in the development of information and media skills, the selection of stock for a lesson, for an assignment or for a block loan, and the reservation of time on the timetable.

(5) ***Evaluating media use***

Lessons in Media User Guidance and lessons in which media are used, the effectiveness of the development of information and media skills, the integration of media into subject teaching and extra-curricular media use should be regularly evaluated.

2.3.4 Evaluation of the school media policy

From the above example, it is evident that each component of the media policy should be evaluated separately by the media committee. In the process shortcomings should be identified so that the aim of the school media policy can be evaluated annually in its entirety and the necessary changes made.

2.4 THE SCHOOL MEDIA PROGRAMME

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2.4.1 Introduction

The media committee should draw up a programme for the implementation of the school media policy and integrate the media programme with the year programme of the school. The media programme for a year should contain different work programmes that are to be completed by pre-determined dates.

2.4.2 Procedure for drawing up a media programme and work programmes

2.4.2.1 Take the school media policy as the basis and use a form (Annexure A) for planning the media programme (par. 2.4.3.2).

2.4.2.2 Study each component and sub-division of the media policy in the first two columns, identify the requirements deserving attention and for which work programmes might possibly be drawn up in the third column. Determine priorities for implementation and indicate the relevant dates in the last column.

2.4.2.3 Integrate the media programme and the year programme of the school so that the media centre and media use form part of the general school programme and time, staff, funds, etc. can be provided.

2.4.2.4 Plan work programmes for the sub-divisions of the components that have been identified as priorities and use a form (par. 2.4.3.3, Annexure B).

- Number and identify the subject for a specific work programme (par. 2.4.3.3 (1) - (3)) and indicate the date on which it is drawn up.
- Formulate the objective of the work programme in the first column and indicate the staff involved in the second column.
- Describe the method of work in the third column and fill in the dates of commencement and completion of the work programme in the last column.

2.4.2.5 Plan for the implementation of the work programme, control it and evaluate it regularly.

2.4.3 Example of a school media programme and work programmes for a given year

2.4.3.1 THE SCHOOL MEDIA PROGRAMME : INTRODUCTION

In drawing up the media programme for the implementation of the school media policy for 1989, the media committee should take into consideration the needs of teachers and pupils identified during the evaluation of school media policy and programme completed in 1988. In setting priorities for work programmes, a change of media staff should also be taken into account (media teacher and assistant media teacher), as well as the increase in media use during 1988.

In the media programme, all components should be given attention on an ongoing basis and in 1989 the following aspects should be given special attention:

- *The general administration and functioning of the media centre so that the necessary media services may be provided*
- *Follow-up of Work programmes 4/1987 and 2/1988 on the involvement of staff in stock building, information retrieval and production of software*
- *Systematic development of information and media skills during periods for Media User Guidance and close co-operation between class/subject and media teachers for meaningful media use*
- *Further planning for Work programme 3/1988 on the integration of media into subject policy, the integration of media into a lesson and especially assignments for pupils so that pupils are given opportunities in as many subjects as possible to apply media skills that have been mastered*
- *Requirements for extra-curricular use*

2.4.3.2 EXAMPLE OF THE PLANNING OF A MEDIA PROGRAMME : IDENTIFICATION OF NEEDS, p. 12

2.4.3.3 EXAMPLES OF THE PLANNING OF WORK PROGRAMMES, pp. 13-15

2.4.4 Evaluation of a media programme and work programmes

2.4.4.1 Evaluate the various work programmes according to the objectives set and the date of commencement and completion and report back at each media committee meeting.

2.4.4.2 Evaluate the media programme according to objectives set for work programmes and adapt as needed.

2.4.3.2 *EXAMPLE OF THE PLANNING OF A MEDIA PROGRAMME : IDENTIFICATION OF NEEDS*

SCHOOL MEDIA POLICY		SCHOOL MEDIA PROGRAMME 1989	
COMPONENT	SUB DIVISION	OBJECTIVES FOR COMPILING WORK PROGRAMMES	DATE
1. Professional management of the media centre	1.1 Media committee	Appoint new members	Before 13 Jan
	1.2 Media policy	Evaluate and adapt	20 Jan
	1.3 Media programme	Draw up during media committee meeting	20 Jan
2. Planning for the functioning of the media centre	2.1 Media staff	Training of new media teacher, arrange with SE (circuit) for visit by media adviser	Jan-Feb
	2.2 Media budget	Determine needs	March
	2.3 Media facilities	Complete work programme 5/1988	March
	2.4 Media stock	Follow up work programme 4/1987 and 2/1988	Complete May
	2.5 Organisation of the media stock	Cataloguing : work programme Stock-taking: work programme	Jan-Jun
3. Planning for the provision of media services for media use	3.1 Information retrieval	Follow up work programme 4/1987 and 2/1988 (relates to 2.4 and 2.5)	
	3.2 Making stock available	Draw up timetable Draw up procedures : work programme	Jan End March
	3.3 Promotion of the media centre	Draw up work programme and integrate into school programme	End Feb
	3.4 Information and consultation services	Relates to 2.1 and 3.3	
	3.5 In-service training and guidance	In-service training: Request work session Draw up programme for attending and reporting back Guidance: New teachers All teachers in media use	Jan According to dates Feb-March Monthly
4. Planning for media use	4.1 Media User Guidance	Orientate teachers on Programme for Media User Guidance Systematically develop information and media skills : work programme	Feb April
	4.2 Curricular media use	Draw up procedures (relates to 3.4) Follow up Work Programme 3/1988 Subject meetings: Assignments + work sheets	March
	4.3 Extra-curricular media use	Carry out needs assessment for a work programme Draw up work programme	Before end May

See Annexure A for a form that could be utilised for the planning of a media programme

2.4.3.3 EXAMPLES OF THE PLANNING OF WORK PROGRAMMES

(1) WORK PROGRAMME 1/1989 : PROFESSIONAL MANAGEMENT OF THE MEDIA CENTRE (PAR.2.3.3.2)

DATE DRAWN UP 1988.11.11

OBJECTIVE	TEACHERS INVOLVED	WORK PROCEDURE	DATE	
			Commence	Complete
1. Appointment and functioning of media committee	Principal	1. Appoint new members to replace those who have accepted posts elsewhere	11 Jan	
		2. Give new members a short briefing on aim and functions of the media committee and their responsibilities		
	Principal and deputy principal	3. Determine dates for media committee meetings and enter on school's year programme		20 Jan
2. Evaluation of school media policy	Three experienced members of media committee and media teacher	1. Systematically scrutinize existing school media policy and note down recommendations for changes to be presented to media committee during meeting	1 Des 1988	
		2. Senior member discusses possible changes beforehand with media committee chairman (principal or substitute)	19 Jan	20 Jan
3. Compiling school media programme during media committee meeting	Media committee	1. Look at the various components of the school media policy, determine needs and note them (see Annexure A for form)	20 Jan	31 Jan
		2. Determine priorities for implementation and indicate dates in the last column of the media programme		
4. Planning work programmes	Sub-commitee of the media committee including media teacher	1. Compile the necessary work programmes according to objective formulated in media programme	20 Jan	31 Jan
	Principal	2. Co-ordinate work programmes and distribute to heads of department for discussion with the staff involved	1 Feb	7 Feb
5. Implementation of work programme	Heads of department	1. See that staff carry out work programmes	10 Feb	
		2. Report back during media committee meetings on progress made		

See Annexure B for a form that could be utilised for the planning of the work programme.

(2) *WORK PROGRAMME 2/1989 : STOCK BUILDING (PAR. 3.4.6)*

RELATES TO WORK PROGRAMME 4/1987 AND 2/1988

DATE DRAWN UP : 1989.01.20

OBJECTIVE	TEACHERS INVOLVED	WORK PROCEDURE	DATE	
			Commence	Complete
1. Expansion of junior collection	1. Junior primary school phase: all teachers	1. Weeding out junior primary book stock according to criteria	2 Feb	29 May
		1.1 Withdraw books in collaboration with the media teacher for: ° rebinding ° self-repair of books that are beyond binding ° withdrawal and reporting (mark books that will be used for pamphlet collection after being written off)		
		1.2 Determine shortcomings in stock		
		1.3 Identify media with high frequency use that can be duplicated		
		1.4 Use the most recent Media Guide, select titles to be purchased and indicate prices		
		1.5 Draw up a list of priorities for re-ordering and supplementing of stock for media committee meeting in April for initial purchases		16 March
		1.6 Give attention to priority list for later purchasing: October meeting.	2 May	29 Sept
2. Evaluation of fiction and non-fiction for languages	2. Senior primary or junior and senior secondary school phases: language teachers	2. Weeding out fiction and relevant non-fiction (400 and 800 Dewey class) according to criteria and organise as in 1.1 - 1.6 above	16 Feb	30 June
3. Continuing with Work Programme 2/1988: Stock-building	3. All remaining teachers	3. Complete weeding out of stock according to Work Programme 2/1988: ° consult Media Guide ° draw up priority lists (with prices) during subject meetings for supplementing shortcomings of stock	2 March	16 March
		° present lists at media committee meeting in April/October		29 Sept
4. Supplementing stock by planned production of software	4. All teachers	4. Plan for the production of software for shortcomings in stock during subject meetings: ° put planning, including estimated prices, into writing	2 March	16 March
		° present to Media Committee meeting in April/October		29 Sept
		° draw up programme for production	3 May	30 Oct

(3) WORK PROGRAMME 3/1989 : INFORMATION RETRIEVAL IN THE MEDIA CENTRE (PAR. 4.1) RELATES TO WORK PROGRAMME 2/1988

DATE DRAWN UP : 1988.01.23

OBJECTIVE	STAFF INVOLVED	WORK PROCEDURE	DATE	
			Commence	Complete
1. Analysis of syllabuses and drawing up of subject lists for Junior Collection	1. Junior primary school phase: all teachers	1. Analyse syllabuses and draw up subject lists for information retrieval of Junior Collection in catalogue: 1.1 Allocate subjects to books 1.2 Draw up theme and reading lists for selection of block loans for media corner 1.3 Plan displays of new stock for themes in syllabuses		
2. Analysis of language syllabuses and drawing up of subject list	2. Senior primary school phase or junior and senior secondary school phases: language teachers	2. Analyse language syllabuses and draw up subject lists for information retrieval in catalogue: 2.1 Allocate subjects to stock in 400 and 800 Dewey classes 2.2 Draw up reading list for fiction 2.3 Plan for displays of new stock or according to themes in media centre and/or classroom		
3. Continuing with Work Programme 2/1988: information retrieval in the media centre	3. All remaining teachers	3. Complete analysis and subject lists for information retrieval in catalogue (Work Programme 4/1987): 3.1 Draw up source lists for curricular media use and assignments 3.2 Plan subject displays 3.3 Identify sources of information in neighbourhood e.g. museum, places of historical interest, industries and add to source lists		

N.B.: A work programme may also be compiled for only one of the objectives in examples (2) and (3).

SEE ALSO : Examples of work programmes for Media User Guidance (par. 5.1.4), p 81; Curricular media use (par. 5.2.1), p 84; and Extra-curricular media use (par. 5.3.1), p 90.

CHAPTER 3

PLANNING FOR THE FUNCTIONING OF THE MEDIA CENTRE

3.1 MEDIA STAFF

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3.1.1 Introduction

The drawing up of the school media policy and media programme provides the media committee with a good overview of what is expected of media staff. *Media staff* are referred to specifically because the media centre and media use involve all teachers and all pupils and the media committee is dependent upon the adequate provision of staff for carrying out its functions.

It is a known fact that without the necessary supervision, the administration and functioning of the media centre can collapse within a very short period and that it can only be brought up to standard again with a great deal of effort. The provision of sufficient staff to implement and extend the media programme of the school is an essential investment for the present and the future. It enables a school to offer teachers and pupils the privilege of being able to make use of a variety of educational media.

3.1.2 Provision of media staff

3.1.2.1 GS, SI, SII, Special and PI schools

In these schools, the media teacher is made responsible for the media centre on a full-time basis, without other extra-curricular duties. In addition, it is necessary that at least 2-3 assistant media teachers (par. 3.1.4) be made responsible for specific aspects of the functioning of the media centre or the provision of media services as extra-curricular activities. In this way, continuity and standards can be maintained.

3.1.2.2 PII, PIII and PIV schools

In *PII schools with an enrolment of 300-549 pupils*, a full-time media teacher is essential and an allocation of staff similar to that of PI schools is recommended. Where in practice, it is impossible to allocate a full-time media teacher in *PII schools with an enrolment below 300*, it is essential that a media teacher be given responsibility for the media centre for $\pm \frac{3}{5} - \frac{4}{5}$ of the weekly teaching periods. The remaining teaching periods should be allocated to a subject that can be taught in the media centre and which does not involve a heavy marking load. Extra-curricular activities should be limited to the minimum. By further judicious allocation of functions, 1-2 assistant media teachers should be provided for specific aspects of the media centre such as keeping the organisation of the media stock up to date and to ensure continuity. These should be regarded as extra-curricular activities.

In *PIII and PIV schools* team work, involving the entire staff, should be relied upon. It remains essential, however, that as part of the allocation of duties, a staff member be made responsible for the media centre for approximately $\frac{2}{5}$ of the teaching periods in PIII schools and for at least one teaching period per group class in PIV schools. An assistant media teacher should be given responsibility for aspects of the media centre, e.g. audio-visual software and hardware, as extra-curricular activities. The principal should have a working knowledge of the general functioning of the media centre to ensure continuity in the provision of media services for media use.

3.1.3 Functions and duties of the media teacher

The media teacher is responsible to the principal for all matters concerning the media centre and media use and for carrying out his/her instructions in this respect. The media teacher is responsible for the teaching of Media User Guidance (par. 5.1.3); in addition she/he is a member of the media committee and closely involved in the implementation of the school media policy and programme.

From the functions and duties listed below, it is evident that the media teacher should be dynamic and should possess leadership qualities, relevant qualifications and teaching experience, interest, good human relationships and a talent for administration.

3.1.3.1 Planning

The media teacher should plan the following:

(1) The implementation of new developments in Media User Guidance (par. 5.1) as her/his subject field and in the application of media skills in subject teaching (par. 5.2)

(2) The application of the content of orientation and regional courses, as well as at work sessions for Media User Guidance and all aspects concerning the use of media in subject teaching (par. 4.5, 5.1 and 5.2)

(3) The implementation of the content of study guides for Media User Guidance and other departmental manuals and procedures for the media centre and media use (par. 5.1)

(4) The lesson content, teaching methods, use of educational media and audio-visual hardware for Media User Guidance and, in conjunction with the teachers, the integration of media in a lesson and in assignments as part of subject teaching

(5) Participation at media committee and subject meetings

3.1.3.2 Organisation

The media teacher should organise the following:

(1) Media centre activities for the functioning of the media centre (chap. 3), the provision of media services to users (chap. 4) and media use for curricular and extra-curricular requirements (par. 5.2 and 5.3)

(2) Classroom activities for the formal and informal teaching of Media User Guidance to classes, groups and individual pupils (par. 5.1)

(3) The media staff allocated for specific aspects of the media centre (par. 3.1.4 - 3.1.6)

(4) Aspects of media committee meetings as determined by the media committee

3.1.3.3 Guidance

The media teacher should give guidance:

(1) To pupils on the use of media and on the development and application of information and media skills (par. 5.1 - 5.3)

(2) Through the teaching of Media User Guidance and during visits to the media centre for subject teaching (par. 5.1.3)

(3) By providing information and consultation services to pupils and teachers (par. 4.4)

(4) To new and/or inexperienced media staff on media centre activities:

- to new teachers: orientation on the use of the media centre (par. 4.5), media services (chap. 4) and media use (chap. 5)
- to all staff on aspects of media use, such as media selection for a lesson, the planning and organising of assignments (par. 5.2.3 and 5.2.4) and the use of audio-visual media, according to a guidance programme drawn up by the media committee (par. 4.5.3)

(5) To staff on the services rendered by the Education Media Service

3.1.3.4 Control

The media teacher should control the following:

(1) The work of pupils and their progress in the progressive development of media skills, also in co-operation with teachers during subject media use (par. 5.1 and 5.2)

(2) The stock in the media centre through maintaining the loan system (par. 4.2.2) and following-up missing books and other media stock (par. 3.5.10)

(3) The work of media staff allocated to the media centre

(4) The implementation of the media programme of the school and then reports to the media committee on the functioning of the media centre, the provision of media services and the use of media

3.1.4 Functions and duties of assistant media teachers

Assistant media teachers should assist the media teacher by assuming responsibility for specific aspects of the functioning of the media centre and the provision of media services. The following duties could be delegated to 1-3 assistant media teachers and entered on their duty sheets as extra-curricular activities:

3.1.4.1 Assistant media teacher (A)

Is responsible for:

(1) Maintaining the daily functioning of the media centre, e.g. loan services, replacing books on shelves and neatness of media centre (par. 3.5 and 4.2.2)

(2) The organisation and control of the pupil assistants involved (par. 3.1.6)

(3) Assistance with information retrieval in the media centre (par. 4.1)

(4) Assistance with information and consultation services (par. 4.4)

Should substitute for the media teacher and is a member of the media committee to ensure continuity

3.1.4.2 Assistant media teacher (B)

Is responsible for:

(1) Organising and maintaining audio-visual hardware, e.g. loan services (par. 3.5.6, 3.5.8 and 3.5.9)

(2) Guidance in the educational use of hardware (par. 4.5.3.2)

(3) Assistance with guidance in media use, e.g. production of software (par. 4.5.3.2)

(4) Professional aspects of loan requests from the National Film Library

(5) Organising and controlling the work of pupil assistants (par. 3.1.6)

3.1.4.3 Assistant media teacher (C)

Is responsible for:

(1) Organising audio-visual software (par. 3.5.5)

(2) Organising periodicals (par. 3.5.4.2) and pamphlet collection (par. 3.5.4.3)

(3) Organising and controlling the work of pupil assistants (par. 3.1.6)

(4) Organising possible assistance from parents (par. 3.1.7)

3.1.5 Assistance by administrative staff

Administrative services should be extended to the media centre where possible. This includes typing of lists for rebinding, withdrawals, estimate forms, annual returns, bibliographies/source lists and catalogue cards. Orders and processing of invoices could also be dealt with, as well as administrative aspects of loan requests from the National Film Library.

3.1.6 Pupil assistants

The media committee should plan pupil assistance on an integrated basis with the prefect system of the school. Pupil assistants in the media centre should be appointed while in the junior standards and should be gradually trained so that they may be eligible as leaders in the senior standards.

To increase the motivation of pupils, services rendered by pupil assistants should be recognised annually, e.g. introducing assistants to pupils, awarding media centre certificates, wearing of a badge, photographs in the school magazine and honours awards.

3.1.6.1 Functions

Pupils can assist the media staff in a variety of functions:

(1) The functioning of the media centre (par. 3.5), e.g. for general neatness, shelf order, promotion of stock, assistance with use of the catalogue (par. 4.4.1), assistance with loan service and handling of block loans (par. 4.2)

(2) The organisation of the media stock: organising books, software, periodicals and pamphlet collection (par. 3.5)

(3) Organising audio-visual hardware: maintenance, loan services, moving to and setting-up for use in classrooms, production of software (par. 3.5, 4.2 and 4.5)

(4) Assistance with basic information services to pupils (par. 4.4.2)

3.1.6.2 Planning of activities of pupil assistants

(1) Planning of functions and duties of pupil assistants

A thorough analysis of the nature and scope of the functions should be carried out beforehand so that duties for specific functions can be allocated and the number of assistants required for the smooth functioning of the media centre can be determined.

(2) Drawing up of duty timetable

Other activities in which pupils might be involved should be borne in mind when drawing up a duty timetable so as not to overload pupils.

(3) Duty sheet

A short duty sheet should be drawn up for each pupil assistant to facilitate supervision and control. Such duty sheets should be revised regularly when assistants are replaced and the allocation of functions is changed.

3.1.7 Parent assistants

The media committee should consider involving parents in the functioning of the media centre. It is important that specific functions should be identified for parent assistants (par. 3.1.4.3) and that strong guidance should be provided by the media teacher and the particular assistant media teacher so that this assistance may be properly utilised (par. 4.3.3).

3.1.8 Evaluation of provision and functioning of media staff

The media committee should monitor the number of available media staff on an ongoing basis to determine whether there are sufficient staff for the functioning of the media centre, the provision of media services and the use of media. Duty sheets should be revised when necessary and steps taken to remedy shortcomings.

3.2 MEDIA BUDGET

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3.2.1 Introduction

The media committee should compile an assessment of needs which covers all aspects of the media centre and media use (par. 2.1.4) so that complete information is available, and requirements that need to be budgeted for can be properly justified.

The media committee should budget for media needs (media stock, audio-visual hardware, equipment for the media centre and facilities) and ensure that the media budget is included in the school budget.

The media committee should also be consulted when the school budget is drawn up and on the allocation of funds. The committee should plan for the responsible spending of funds and exercise control.

3.2.2 Media stock (par. 3.4)

3.2.2.1 Books, periodicals, other printed media and audio-visual software

The media committee should stay informed on all aspects of the media stock (par. 3.4), the building of a balanced stock (par. 3.4.5) and educational stock-building (par. 3.4.6).

Books, periodicals, other printed media and audio-visual software (par. 3.4.7) are to be purchased according to the relevant procedures. Priority lists for the different subjects and other needs are to be laid before the media committee at the budget meeting.

The media committee should draw up short and long term planning for inclusion in the media budget and justify it. The committee should estimate what the per capita allocation will amount to and on that basis determine what contribution will be necessary from school funds to provide for the needs of the media centre (par. 3.4.7.1). The committee should also initiate projects for the expansion of media stock.

3.2.2.2 Production of software to supplement media stock

The recommendations made by subject representatives on the production of audio-visual programmes are to be carefully scrutinised by the media committee and a work programme is to be drawn up for this purpose (par. 2.3.3.3 (4). The amount of basic material (transparencies, film, cassettes, video tapes, etc.) that will be needed is to be calculated and included in the estimation. Well planned recordings of educational television programmes may also be regarded as 'production' and could supplement the media stock at a reasonable price.

3.2.3 Audio-visual hardware (par. 3.5.2.2)

3.2.3.1 *Catalogue of the media centre* (TED Circular Minute 4 of 1988)

The media committee should compare the school's audio-visual hardware with that listed in the *Catalogue of the Media Centre* to determine shortages and whether the school already has the approved quota. Those items required by the school, as well as those that need replacing, are to be entered in the *Estimate form: furniture and equipment for the media centre and audio-visual hardware in schools* which is sent to schools at the beginning of each year. Once this has been approved by the media adviser, the media committee is responsible for ensuring that the items are included in the school's estimate and that the *Estimate form...*, together with the recommendation of the media adviser, is attached.

The media committee is also responsible for ensuring that the items approved in the school budget are ordered according to the procedures laid down in the *Catalogue...*

3.2.3.2 Spare parts for hardware

A survey of those spare parts necessary for the maintenance of hardware should be carried out to make provision for the school's needs (par. 3.5.6).

3.2.3.3 Other necessities

Needs such as cleaning materials, extension cables, power plugs, batteries and tools for basic maintenance should also be planned for.

3.2.4 Furniture and equipment for the media centre : *Catalogue of the media centre* (par. 3.3.4)

The media committee is to determine the furniture and equipment needs, (par. 3.3.4) include them in the *Estimate form...* and deal with the form as set out in par. 3.2.3.1.

The media committee must also plan for Section 4 : Stock Group 9 items that may be bought on contract or at best advantage, for stock from the general school allocation and for stationery for the media centre.

3.2.5 Media facilities (par. 3.3)

3.2.5.1 Expansion of existing accommodation (par. 3.3.3)

The media committee should make provision in the media budget for any extensions envisaged.

3.2.5.2 Security (par. 3.3.5)

The media committee should identify security needs and submit these to the Superintendent of Education : Circuit.

3.2.5.3 Equipping classrooms for media use (par. 3.3.6)

A work programme for systematically equipping classrooms should be drawn up.

3.2.6 Evaluation of the media budget

The degree to which available funds are allocated to the most pressing needs should be continuously evaluated. Findings should be documented with a view to the following year's budget.

3.3 MEDIA FACILITIES

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3.3.1 Introduction

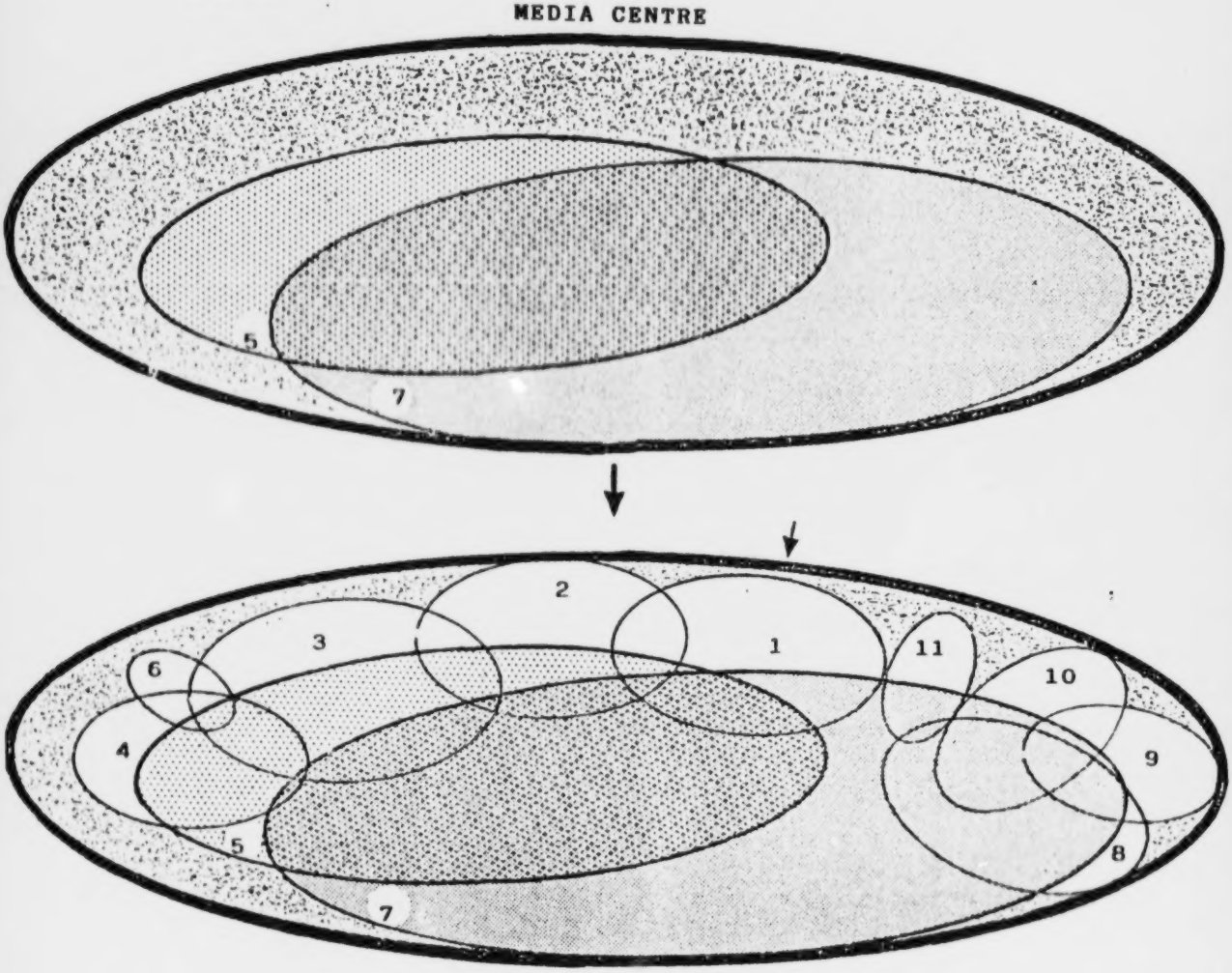
Media facilities include accommodation, furniture and equipment for the media centre as well as equipping classrooms for media use.

In most schools, the media centre is accommodated in the earlier school libraries of varying size. As few schools have the functional media centre accommodation that has been provided since 1980, most schools face the challenge of utilising their existing accommodation as media centres by:

- Internal alterations such as moving furniture and grouping activities
- Resourceful use of unused adjacent areas without incurring great costs
- Utilising adjacent classroom and storerooms
- Converting and enlarging existing rooms into complete media centres
- Building new media centres

3.3.2 Basic requirements for the functional planning of media centre accommodation

In the diagram given below, the basic areas nesessary for the functional planning of a media centre and their relationship to one another is indicated.



Basic areas required

1. Entrance and loan area
2. Area for informal use
3. Area for large and small group work
4. Study area
5. Teaching area
6. Area for rear-view projection
7. Area for housing media stock
8. Work area
9. Storage area for audio-visual hardware
10. Office area
11. Area for teachers' reference collection and for preparation

3.3.3 Guidelines on the planning of extensions to existing accommodation or for new media centres

3.3.3.1 Introduction

The media committee should establish how existing facilities compare with areas regarded as basic requirements. Taking the conditions in the school into account, the media committee should start planning according to priorities they have determined. The guidelines that have been given are very general and may be supplemented by contacting the Advisory Service for Planning Media Centres offered by the Education Media Service.

3.3.3.2 General Guidelines

(1) Inclusion of unused adjacent areas

Determine whether there is an unused passageway or hallway in the immediate vicinity of the media centre that could be incorporated. Although this might mean that some walls have to be knocked down and others built, doors bricked up in one place and broken through in another, and additional electricity provided, the cost in practice has proved not to be exorbitant while such alterations make a marked difference in the available space. Many primary schools have successfully partitioned off the entrance hall, turned it into a storeroom and have provided a new entrance to the media centre.

(2) Exchanging existing rooms

Investigate the possibility of other large spaces in the school which could be exchanged with the media centre and whether it would be economically feasible to alter and extend them into a media centre. Art and multi-purpose rooms have already been successfully interchanged.

(3) Using vacant classrooms when enrolments drop

Consider permanently incorporating an adjoining classroom(s) into the media centre when enrolment drops. Initially the rooms could be joined by interconnecting doors and later the walls could be removed and a functional media centre established.

(4) Extending existing rooms to create a functional media centre

Existing structures can be utilised to extend a media centre situated on ground level into a spacious and functional media centre. As this would be an expensive project that would take thorough planning, it could only be attempted in partnership with parents.

(5) School boards and planning committees

Co-operate closely with the official bodies involved and ensure that all plans are officially approved before embarking on a building programme.

(6) Media advisers

Inform the media adviser visiting the school as to what is envisaged so that advice based on practical experience may be given. Consult the media adviser before equipping and furnishing the room so that optimal use may be made of all available space.

(7) The Education Media Service

Co-operate closely with the Education Media Service especially as far as architect's plans are concerned. Practical recommendations made from experience have saved schools much expense in the past, while increasing the functionality of the media centre.

3.3.4 Furniture and equipment

3.3.4.1 Built-in furniture

In standard media centres, bookshelves, shelves for periodicals, closed shelves for teachers' reference collection and the issue counter are all built-in.

Media advisers often make recommendations during school visits about converting 'school libraries' into media centres by rearranging furniture. In the implementation of the recommendations, the prescribed procedures must be followed. Schools may also approach the media advisers for on the spot advice.

For other furniture and equipment such as tables, chairs and cabinets the *Catalogue of the Media Centre* should be consulted, needs determined and filled in on the *Estimate form...* for approval by the media advisers (par. 3.2.3.1).

3.3.4.2 Loose furniture

Schools not equipped with standard media centres should consult the *Catalogue...* for the shelves, cabinets etc. that are available. If a different room is being equipped as the media centre, the principal should send a ground-plan of the room and a list of the available furniture and equipment to the adviser for help with the budget or a visit could be requested. Furniture required should be filled in on the *Estimate form...* and sent to the adviser for approval (par. 3.2.3.1).

3.3.4.3 Equipment

All approved equipment, including audio-visual hardware, is included in the *Catalogue...* Needs should be assessed, filled in on the *Estimate form...* and sent to the media adviser for approval (par. 3.2.3.1). The recommendations of the media adviser must be followed up by the media committee and included in the school budget.

3.3.5 Security

It is Departmental policy that the entire media centre, including storerooms, be equipped with burglar proofing. For burglar proofing of standard media centres, schools should apply to the school board and should comply with all their requirements, also for the storing of hardware. Further security measures for the media centre should be implemented at the school's own initiative.

3.3.6 Equipping classrooms for media use

No provision for media use in the classrooms is made in standard plans for school buildings. All classes, however, are provided with wall mounted projection screens. These should be installed in such a way that light does not shine directly onto them.. Darkening of classrooms is not recommended.

Where electricity is provided, the electric power-point is often placed in such a position that pupils have to move across an electric cord to reach their seats. The media committee should consider moving wall power-points to the front of the classroom so that teachers can use audio-visual media with greater ease and pupils are spared the risk of having to walk over electric cords.

Classrooms also lack safe storage space for hardware and block loans of media. A mobile video cabinet for secure storage of hardware in classrooms has been included in the *Catalogue*...

3.3.7 Evaluation of media facilities

It is imperative that the media committee regularly evaluate existing media facilities to enable them to plan and budget timeously and so provide effectively for the school's needs.

3.4 MEDIA STOCK

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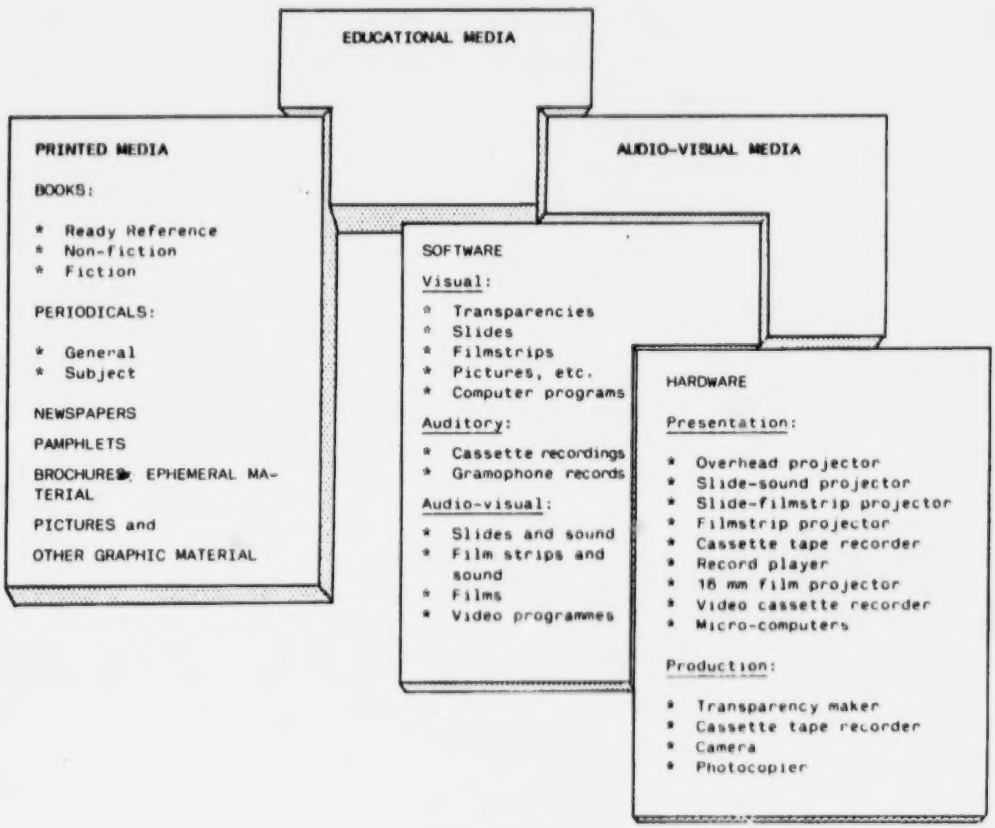
3.4.1 Introduction

The media stock is both the pivot on which the entire functioning of the media centre hinges and the determining factor in the quality of media services and use of media in a school. As the purpose of media in the media centre is educational, media should be selected to achieve particular educational aims.

Educational media possess special characteristics (par. 3.4.2) of which the media committee and teachers should be aware. They should also be familiar with the general criteria for the evaluation of educational media, as well as the specific criteria for each medium according to which media stock should be selected (Annexure C). A carefully chosen selection of media, evaluated by the Educational Media Service, is published in the *Media Guide* and in this way introduced to schools. Schools can make a selection from this list to suit their own needs. It is important that the media centre should have a balanced stock available (par. 3.4.5) and that the principles of educational stock building should be applied in the acquiring of stock. All educational media are included in the media centre stock, catalogued and made available for use.

Class collections are contrary to Departmental policy and books and other media should be weeded out, evaluated and taken into the media stock as soon as possible.

The spectrum of educational media which forms the stock in the media centre is given in the table below:



3.4.2 The characteristics of educational media

3.4.2.1 Introduction

Information reaches a pupil via the senses and different senses perceive different kinds of information.

The responsible teacher will therefore attempt, when planning a lesson, to involve more than one sense and as far as possible, allow the pupil to experience reality. Where this cannot be achieved, the teacher should attempt, through efficient use of media, to create a substitute for reality.

3.4.2.2 General overview of the characteristics of educational media

Each medium possesses different characteristics that enable it to convey information in a specific manner. Media characteristics are concerned with the ability of a medium to present, for example, objects in motion, in colour, three-dimensionally or sound and image simultaneously. In her/his selection of educational media, the teacher should take into account media characteristics such as the following:

(1) The **way** in which information is presented, e.g. through the medium of *language* (spoken and written), *image* (photographs, pictures, sketches, diagrams) and *sound* (sounds, music)

(2) The degree of **realism** with which information could be portrayed, e.g. the amount of detail, true-to-life colour, movement and sound (compare, for example, the presentation of information about an elephant using the word *elephant*, a line drawing, a colour slide and a motion picture and it becomes clear that the motion picture presentation will be closest to reality)

(3) The degree of **control** that the teacher and the pupil can exercise over the speed of presentation, the sequence of content and the accessibility of the medium e.g. a pupil can look at a wall chart for as long as he likes while he cannot always control the length of time for which an image will be displayed on a video screen

(4) The degree of **interaction** that is possible between the pupil and the medium (the computer is strongly interactive)

During lesson planning, the media characteristics and then the medium that possesses those characteristics, should be selected, bearing in mind the lesson objectives, pupil characteristics, learning content and type of lesson (par. 5.2.3.2).

3.4.3 The evaluation of media stock

3.4.3.1 Introduction

As there are certain guiding values and educational principles to be borne in mind when evaluating educational media and making an accountable selection of media stock for the media centre, the Departmental policy on stock building in the *Manual for General School Organization* (amendment A16), par. 37.1.3 states:

"(1) Stock-building

Only media which have been evaluated and selected by the Education Media Service and listed in the *Media Guide* are to be taken into stock in the media centre."

"Schools may choose items from the *Media Guide* and purchase them direct. Books, periodicals, audio-visual software and other stock not listed in the *Media Guide* may be purchased, provided a quotation with a justification of the intended purchase is submitted for expert advice to the Head: Education Media Service and written approval for the purchase has been received..."

It is stated further that:

"All other unsolicited material donated to schools must be dealt with circumspectly in terms of the guidelines in paragraph 33.4."

"33.4 **DISTRIBUTION OF UNDESIRABLE LITERATURE, PAMPHLETS, SAMPLES, ETC. AT SCHOOLS**

It has become apparent that certain organizations use circulars, pamphlets, questionnaires and other publications in an insidious attempt to influence pupils adversely against leaders, figures of authority, patriotism, democracy and Christian principles; in fact against all the morals, values and norms instilled by schools, churches and parents. The content of such literature very often seems harmless at first glance so that the covert purpose can only be identified through careful study and evaluation.

For this reason it is imperative that principals refuse to allow the distribution of any pamphlets or other literature (including anything that is politically inspired) except with the approval of the Department/ Education Media Service."

It is also policy that the principle of a dynamic stock with high frequency of use should be applied in the building of media stock (par. 3.4.5.5). The media committee accepts responsibility for the expansion of the media stock bearing in mind identified values and educational principles as well as the unique requirements and conditions of each school.

3.4.3.2 Criteria for evaluating educational media

A criterion is a yardstick for measuring and for determining values. The evaluation of educational media is a specialised function for which educational and scientific criteria have been developed over many years. Criteria have been developed both for media in general and for specific media.

The Education Media Service is responsible for the evaluation of educational media in close co-operation with subject committees and lists of complete criteria have been compiled for each specific medium. The selection of titles for listing in the *Media Guide* is done according to these criteria and only the best and most useful sources are recommended for schools.

Teachers, as users of media stock, should also know the criteria for the evaluation of educational media and should apply them when weeding out the stock available for their subjects and making recommendations for stock building. A short summary of the educational criteria for the evaluation of the different kinds of educational media is provided below. The criteria for each medium should be made available to teachers (on loose sheets), to assist them in evaluating stock (see Annexure C).

3.4.3.3 **Educational criteria for the evaluation of educational media**

The basic point of departure for teachers in evaluating educational media is the possible use of media for teaching and learning. In evaluating a specific book or audio-visual programme, the teacher should decide which of the following possibilities for the use of the book or programme are applicable. It may:

- Be useful as an introduction to a subject
- Provide information on a subject
- Serve as revision of completed work
- Promote critical thought and problem-solving
- Aid in the formation and clarification of concepts
- Promote development of language and language skills
- Motivate pupils
- Convey sound values
- Stimulate interest
- Lead to appreciation of past experiences
- Develop skills
- Form attitudes

These possibilities for use are applicable to Media User Guidance (see par. 5.1), Curricular Media Use (par. 5.2) and Extra-curricular Media Use (par. 5.3).

N.B.: *Only the most important criteria are given. Criteria are provided to ensure a uniform standard of evaluation. Furthermore, no book or audio-visual programme will satisfy all criteria.*

(1)

NON-FICTION (including ready reference works)

Aim: **Target group:**

Content:

- Choice of material satisfactory
- Information correct
- Information and interpretation of facts presented with objectivity
- Information relevant
- Information up to date as far as possible
- Ethical bias acceptable

Presentation:

- Planning and layout effective, e.g. division of material and provision of headings promote comprehension and facilitate retention of information
- Illustrations such as photographs, drawings, maps and diagrams appropriately used with relevant text
- Illustrations convey information effectively
- Quality of illustrations satisfactory
- Illustrations suited to age group
- Type-face and spacing of print suitable for age group
- Style and vocabulary suited to age group
- Language and quality of writing up to standard
- Style fluent, interesting, clear and concise
- Translation satisfactory (where applicable)
- Explanation of subject terms satisfactory
- Presentation interesting and original
- Table of contents gives good outline of contents
- Alphabetical index simplifies search for information
- Source list useful for finding additional information
- Effective glossary of unknown words / ideas

Technical quality:

- Page layout and type-face attractive and legible
- Format suitable for age group
- Quality of binding acceptable
- Quality of paper acceptable

Medium:

Choice of medium not applicable to books

(2)

FICTION
Aim: **Target group:**
Content and presentation: ° Successful as a specific type of story and one which meets literary requirements ° Author succeeds in writing from the perspective of a child or young adult ° Development of story (structure and unity) acceptable ° Plot well handled ° Theme presented with originality and suited to interests and needs of age group ° Setting realistically depicted ° Characterisation interesting and convincing ° Written with originality and imaginative quality ° Balance between positive and negative, with emphasis on the positive ° Tone optimistic and outlook on life sound ° Language and writing style up to standard ° Style fluent and suitable for type of story and age group ° Type-face and spacing of print suitable for age group ° Illustrations original and aesthetically satisfactory ° Unity of text and illustrations (in picture book)
Technical quality: ° Format suitable for age group ° Page layout and type-face attractive and legible ° Quality of binding acceptable ° Quality of paper acceptable
Medium: Choice of medium not applicable to books

Stories or fiction can be useful for the furthering of interpersonal relations, motivating pupils to read, empathy, personal enrichment, problem solving, language development and sense, stimulation of imagination, creativity and as background for school subjects and activities.

(3)

TRANSPARENCIES	
Aim:	**Target group:**

Content:

- Relevant to subject needs
- Coverage of topic satisfactory
- Information accurately conveyed
- Information up to date as far as possible
- Amount of information acceptable

Presentation:

- Effective structuring of content
- Original and effective layout
- Presentation simple: not too much detail
- Lettering legible (size, spacing, simplicity)
- Illustrations and use of colour functional
- Visual presentation effective
- Effective use of techniques
- Interesting and original
- Concepts clearly conveyed
- Style and presentation suitable for target group
- Supporting material such as teacher's guide and/or worksheets useful

Technical quality:

- Illustrations of good technical quality, original and well finished
- Quality of transparency film acceptable

Medium:

- Choice of transparency as medium correct
- Characteristics of medium effectively exploited

(4)

SLIDES / FILMSTRIPS

Aim: **Target group:**

Content:

- Relevant to subject needs
- Coverage of topic satisfactory
- Information accurately conveyed
- Information up to date as far as possible
- Amount of information acceptable

Presentation:

- Effective structuring of content
- Presentation simple: not too much detail
- Lettering legible (size, spacing, simplicity)
- Visual presentation successful
- Illustrations effective
- Camera techniques such as composition and close-up photography used satisfactorily
- Concepts clearly conveyed
- Style and presentation suitable for target group
- Supporting material such as teacher's guide and/or worksheets useful

Technical quality:

- Sharpness of image (focus) satisfactory
- Clarity of image, e.g. size, lighting and distinctness of objects satisfactory
- Illustrations attractive and technically well finished
- Colour natural and effective
- Quality of slides (film) acceptable

Medium:

- Choice of slides / filmstrips as medium correct
- Characteristics of medium effectively exploited

(5)

SOUND RECORDINGS
Aim: **Target group:**
Content: ° Relevant to subject needs ° Coverage of topic satisfactory ° Information accurately conveyed ° Information up to date as far as possible ° Amount of information acceptable
Presentation ° Effective structuring of content ° Pace satisfactory ° Information limited: not too much detail ° Voice of presenter/commentator pleasing and acceptable to target group (not monotonous, condescending, pedantic) ° Actors convincing ° Use of language suitable for target group ° Effective use of music/sound effects ° Interesting, enough variety ° Concepts clearly conveyed ° Style and presentation suitable for target group ° Supporting material such as teacher's guide and/or worksheets useful
Technical quality: ° Sound clear and free of distortion ° Sound balance satisfactory ° Physical quality of cassette/record acceptable
Medium: ° Choice of sound recording as medium correct ° Characteristics of medium effectively exploited

(6)

SLIDE-SOUND PROGRAMMES

Aim: **Target group:**

Content:

- Relevant to subject needs
- Coverage of topic satisfactory
- Information accurately conveyed
- Information up to date as far as possible
- Amount of information acceptable

Presentation:

- Effective structuring of content (script)
- Limited information, not too much detail
- Interesting presentation
- Effective visual depiction
- Effective illustrations
- Lettering legible (size, spacing, simplicity)
- Camera techniques such as composition and close-up photography effective
- Voice of presenter/commentator pleasing and acceptable to target group (not monotonous, condescending, pedantic)
- Use of language suitable for target group
- Effective sound effects/music
- Integration of sound and image effective, complementary
- Continuity maintained throughout
- Pace appropriate
- Concepts clearly conveyed
- Style and presentation suitable for target group
- Supporting material such as teacher's guide and/or worksheets useful

Technical quality:

- Sharpness of image (focus) satisfactory
- Clarity of image, lighting, distinctness of objects satisfactory
- Illustrations attractive and technically well finished
- Colour natural and effective
- Sound quality clear and free of distortion
- Sound balance satisfactory
- Correctly pulsed for slide advance
- Quality of slides and cassette acceptable

Medium:

- Choice of slide-sound programme as medium correct
- Characteristics of medium effectively exploited

(7)

VIDEO PROGRAMMES

Aim: **Target group:**

Content:

- Relevant to subject needs
- Coverage of topic satisfactory
- Information accurately conveyed
- Information up to date as far as possible
- Amount of information acceptable

Presentation:

- Effective structuring of content
- Limited information, not too much detail
- Interesting presentation
- Effective visual depiction of content
- Camera techniques such as camera angle, movement, close-up photography and zoom effectively employed
- Illustrations and captions effective
- Voice of presenter/commentator interesting, credible and acceptable to target group
- Convincing actors
- Effective music/sound effects
- Use of language suitable for target group
- Integration of sound and image effective and complementary
- Tempo of presentation satisfactory
- Continuity maintained throughout
- Concepts clearly conveyed
- Style and presentation suitable for target group
- Supporting material, such as teacher's guide and/or worksheets, useful

Technical quality:

- Sharpness of image (focus) satisfactory
- Clarity of image, e.g. size, lighting, distinctness of objects satisfactory
- Illustrations attractive and technically well finished
- Colour natural and effective
- Sound quality clear and free of distortion
- Sound balance satisfactory
- Quality of video tape acceptable

Medium:

- Choice of video as medium correct
- Characteristics of medium, especially as close-up medium, well exploited

(8)

COMPUTER PROGRAMS

Aim: **Target group:**

Content:

- Relevant to subject needs and development of computer skills
- Coverage of topic satisfactory
- Correct information conveyed
- Information up to date as far as possible
- Amount of information acceptable

Presentation:

- Effective structuring of content
- Given layout clear, logical, not crowded
- Effective visual presentation of content such as graphics, colour and movement
- Legible text; quality and size of letters acceptable
- Effective use of sound
- Use of languages suitable for target group
- Interesting and original presentation
- Pace acceptable throughout
- Continuity maintained throughout
- User-friendly
- Printout available
- Concepts clearly conveyed
- Style and presentation suitable for target group
- Degree of difficulty adaptable to user ability
- Automatic progression to easier/more difficult problem possible
- Motivates user and sets challenges
- Satisfactory feedback to user
- Help function available
- Effective control of program possible
- Integrated with user's previous knowledge/experience
- Supporting materials such as teacher's guide/worksheets useful

Technical quality:

- Program compatible with existing hardware
- Program functions satisfactorily
- Quality of disk acceptable

Medium:

- Choice of computer as medium correct
- Characteristics of computer as medium well exploited

3.4.3.4 Criteria for the evaluation of the teachers' reference collection

The teachers' reference collection consists of a selective and limited collection of educational and subject related books, periodicals, subject syllabuses, subject bibliographies, course lectures, study guides and newsletters for the exclusive use of the teachers. Textbooks are not included in the collection.

The media committee should draw up criteria for the evaluation of stock in this collection, so that it will provide for real needs. The principle of high frequency of use (par. 3.4.5.5) is a basic criterion that should be applied.

3.4.3.5 Specifications for audio-visual hardware

The Education Media Service has drawn up complete specifications for all kinds of hardware and renders an advisory service to schools. The technical nature and high level of specialisation of the specifications precludes their being made available to schools to undertake evaluation of hardware on their own.

3.4.4 The *Media Guide*

3.4.4.1 Introduction

The *Media Guide* is a select list of the most recent books, periodicals and audio-visual software which are commercially readily available and are recommended for the media centre. The *Media Guide* is intended as an aid in purchasing stock. Bibliographic details, prices and location numbers are provided for books.

To facilitate the selection of stock, the following information is provided:

- Grading according to school phases
- Annotations that give an indication of the content and possible uses of each item
- Themes for fiction and
- Subject headings for non-fiction, periodicals and software. An alphabetical subject index appears in each issue to facilitate the search for subject stock.

All items in the *Media Guide* are entered into the computerized database of the Education Media Service and Media Guide serial numbers have been allocated.

3.4.4.2 Issues

The *Media Guide* appears five times per annum. A cumulative alphabetical index to items originally included in the supplementary issues is published every five years. For periodicals and ready reference works, separate issues are published intermittently to provide the most recent information. A school is provided with one copy of each issue. The annual supplementary issues (5 at present) are kept in the workroom of the media centre together with the cumulative alphabetical index.

3.4.4.3 Procedure for the use of the *Media Guide*

(1) The stock included in the *Media Guide* may be purchased directly (par. 3.4.4.1).

(2) The *Media Guide* serial numbers for items purchased are to be written on lists and invoices to indicate that stock has been evaluated and approved. The serial numbers are also to be used for ordering catalogue cards and compiling lists of books for rebinding.

(3) Although titles of useful periodicals are included in the *Media Guide*, the quality of periodicals varies with different issues. For this reason, it is imperative that schools should evaluate each number themselves before making it available to pupils. This should be done by first circulating each new number to the subject teacher. Analysis of the periodical for information retrieval could be done simultaneously (par. 4.1.4.3).

3.4.5 A balanced stock

3.4.5.1 Introduction

The media committee should also ensure that a balanced media stock of different kinds of media, subjects, cultural activities and personal needs and interests of pupils, as well as degree of difficulty, is acquired.

3.4.5.2 Balance between kinds of media

The greater part of this stock should comprise printed media. Books remain the core of media stock because they are readily available, easily used, and relatively inexpensive. A *core stock of well selected books* should therefore be available for syllabus and other requirements. This stock includes ready reference, non-fiction and fiction.

The ratio between the different types of printed media should be approximately as follows:

- Ready reference – primary schools : 2%
  – secondary schools : 2%
- Non-fiction – primary schools : 50%
  – secondary schools : 68%
- Fiction – primary schools : 48%
  – secondary schools : 30%

Audio-visual software should supplement mainly non-fiction and to a lesser extent fiction and should form part of the percentages mentioned above. A representative collection of a variety of software should be aimed at.

The media committee should also ensure that a good balance is maintained between printed media as basic stock and audio-visual software.

3.4.5.3 Balance between content and level

Involvement of teachers in stock building enables the media committee to maintain a balance in the media stock of the subject to be covered, the degree of difficulty and the age, level of development and reading ability of the pupils.

3.4.5.4 Balance between languages

The official languages should, in principle, be fairly represented with emphasis on the language medium of the school. A fair stock of books in Afrikaans is now available and English schools should aim at building up an interesting and colourful collection of Afrikaans books that will stimulate reading. Other languages should be represented in the stock according to the needs of the school.

3.4.5.5 Balance and the principle of high frequency of use and judicious duplication

The media centre differs from a library in the sense that it does not have the function of conservation for the purpose of building up a quantitative collection. The principle of a dynamic stock, meant for intensive use, applies in a media centre. Stock that does not enjoy a high frequency of use, i.e. stock never or only seldom borrowed (often because it has become dated or because syllabuses have changed), does not provide for any need and should be withdrawn as dated or unserviceable.

Books with a high frequency of use do provide for the school's needs and should be gradually and judiciously duplicated (not more than 5 copies per book as the diversity of sources may suffer). The balance mentioned in par. 3.4.5.2 - 3.4.5.4 should be constantly kept in mind.

A dynamic stock that is quantitatively lacking cannot be functional and the building of stock to the extent of about 10 sources (books and audio-visual material) per pupil may be set as an objective.

3.4.6 Stock building

3.4.6.1 Introduction

Stock building which is one of the most *important functions of the media committee* forms an important part of the school media policy, the school media programme and work programmes which should be given constant attention. The success of the programme for stock building depends on the involvement of the teachers. Teachers who are involved and know the stock should make carefully considered recommendations on its expansion. They are interested in new acquisitions, use more and more media in their teaching, and also motivate pupils to use media independently.

3.4.6.2 Guidelines on stock building

(1) Books and audio-visual software

(a) During a meeting the media committee is to plan a work programme for purposeful stock building (par. 2.4.3.3 (2)) in which priorities for topics which should first receive attention are set.

(b) During a subject meeting the head of department, as a member of the media committee, should plan the involvement of every teacher in the expansion of subject stock.

(c) Subject teachers are to:

- Analyse the syllabus and compile a list of subjects under which subject stock can be retrieved (see example on pages 46 and 47)
- Work systematically through all the stock that has any bearing on their subject and evaluate it according to the criteria for the evaluation of educational media (Annexure C)
- Progressively compile source lists of media useful for their subjects (see example on page 48)
- Withdraw unserviceable stock, compile a list and discuss withdrawals at a subject meeting

- Compile a priority list of books and other media from the *Media Guide* on the expansion of subject stock, bearing in mind the principle of high frequency of use (par. 3.4.5.5) and the criteria for the evaluation of stock, discuss the priority lists at a subject meeting and then present the lists to the media committee for inclusion in the media budget (par. 3.2.2.1)
- Make recommendations on the production of software to meet specific needs, giving an indication of expected costs, and discuss them with the head of department for inclusion in the media budget (par. 3.2.2.2)

(d) The media teacher is to take responsibility for following up the list of subjects drawn from the syllabus, the source list, the list of unserviceable books as well as priority lists for purchasing.

(2) Analysis of periodicals

As periodicals contain the latest subject-related information, they are generally an invaluable supplement to the media stock, provided the information is made accessible (par. 4.1.4.3). The analysis of periodicals forms a part of purposeful stock building by subject teachers.

(3) Pamphlet collection

The systematic expansion of the pamphlet collection is an effective and reasonably inexpensive way of supplementing the media stock. Subject teachers should also be involved in the development of this collection (par. 3.5.4.3).

3.4.7 Acquisition of media stock : printed media and audio-visual software

3.4.7.1 Available funds

(1) Media centre allocation

A per capita allocation is provided annually for stock building in the media centre as indicated in the estimate form of the school.

(2) School funds

The media committee should plan for extra funds to satisfy identified needs (par. 3.2.2.1).

3.4.7.2 Guidelines on acquiring printed media and audio-visual software

(1) Selection of stock and budgeting

The media committee deals with priority lists compiled from the *Media Guide* (par. 3.4.6.2 (1)), does short and long term planning, and budgets for the required funds, (par. 3.2.2.1) bearing in mind media characteristics (par. 3.4.2), criteria for evaluation, (par. 3.4.3), requirements for balanced stock (par. 3.4.5) and the guidelines for stock building (par. 3.4.6.2).

The media committee is also to take responsibility for spending and control of the funds.

EXAMPLE OF A SYLLABUS ANALYSIS AND A SUBJECT LIST FOR THE PRIMARY SCHOOL

SYLLABUS ANALYSIS					SUBJECT LIST
SUBJECT : GEOGRAPHY - LEARNING CONTENT (Extract)	STANDARDS				Subjects selected for the retrieval of information in the alphabetical subject catalogue in the media centre
	2	3	4	5	
1. DIRECTION	x	x	x	x	DIRECTIONS - Geography
Latitude and Longtitude				x	-
2. WEATHER	x	x	x	x	WEATHER
Seasons	x		x		SEASONS
Weather conditions		x			-
Day and night		x			TIME
Climatic phenomena			x		CLIMATE
3. MAPWORK	x	x	x	x	MAP READING
Plans and maps	x	x	x	x	-
School buildings and grounds	x				SCHOOL
Provinces, RSA (places, rivers, etc.)	x				GROUND-PLANS
Republic of South Africa		x			SOUTH AFRICA - Privinces
					PROVINCES - South Africa
					RSA
					REPUBLIC OF SOUTH AFRICA
					SOUTH AFRICA - Geography
Map of the world			x	x	GEOGRAPHY
					ATLASES
Transvaal : Places, towns	x				TRANSVAAL - Geography
Rivers	x				SOUTH AFRICA - Geography
Cattle farming	x				SOUTH AFRICA - Agriculture
Agriculture	x				SOUTH AFRICA - Farming
Forestry	x				SOUTH AFRICA - Mining
Fishing, fisheries	x				SOUTH AFRICA - Population
Mining	x				SOUTH AFRICA - Cities and towns
Manufacturing industries	x				RIVERS
Population groups in own area	x				CATTLE FARMING
4. SOUTH AFRICA (RSA) : Location		x			AGRICULTURE - South Africa
Cities/towns		x			FORESTRY
Buildings		x			FISHING
Rivers		x			FISHERIES
					MINING - South Africa
(etc.)					POPULATION - South Africa

N.B.: It is imperative that all selections of learning content be included in the syllabus analysis.

EXAMPLE OF A SYLLABUS ANALYSIS AND A SUBJECT LIST FOR THE SECONDARY SCHOOL

SYLLABUS ANALYSIS						SUBJECT LIST
SUBJECT : HISTORY - LEARNING CONTENT (Extract)	**STANDARDS**					Subjects selected for information retrieval in the alphabetical subject catalogue in the media centre
	6	7	8	9	10	
1. GENERAL HISTORY						
THE RENAISSANCE	x					RENAISSANCE
Petrarch	x					PETRARCH
Shakespeare	x					SHAKESPEARE, WILLIAM
Michaelangelo	x					MICHAELANGELO
Rembrandt	x					REMBRANDT
Galileo	x					GALILEI, GALILEO
Newton	x					NEWTON, ISAAC
(etc.)						
2. SOUTH AFRICAN HISTORY						
THE GREAT TREK	x		x			GREAT TREK
Natal	x					SOUTH AFRICA - History 1795-1880
Transorangia	x					SOUTH AFRICA - History 1880-1910
DIAMONDS AND GOLD	x		x			SOUTH AFRICA - History 1910-1960
						SOUTH AFRICA - History 1960-
EASTERN TRANSVAAL GOLD FIELDS				x	x	NATAL - History
						SOUTH AFRICA - Mining
						MINING - South Africa
						TRANSVAAL - History
EDUCATION IN THE TRANSVAAL				x		TRANSVAAL - Education
						EDUCATION
UNION		x				UNION OF SOUTH AFRICA
SOUTH AFRICA 1924-1934		x			x	SOUTH AFRICA - Union of
Hertzog, non-white policy						HERTZOG, JAMES BARRY MUNNIK
National Party					x	SOUTH AFRICA - Political history
Empire Conference of 1926 and Balfour Declaration		x				SMUTS, JAN CHRISTIAAN
Economic development					x	SOUTH AFRICA - Industries
						SOUTH AFRICA - Economy
						INDUSTRIES - South Africa
						ECONOMY - South Africa

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N.B.: It is important to include <u>all</u> selections of learning content in the syllabus analysis.

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EXAMPLE OF A SOURCE LIST

SUBJECT: HISTORY ..... STD: 3 .....

THEME/TOPIC: THE HOTTENTOTS, LESSON 3 AND 4 .....

PARTICULARS OF MEDIA			TYPES OF MEDIA IN MEDIA CENTRE												MEDIA OUTSIDE THE SCHOOL		
AUTHOR	TITLE	LOCATION NUMBER	Books	Periodicals	Films	Gramophone records	Cassettes	Multi-media kits	Pamphlets	Pictures	Slides	Filmstrips	Transparencies	Video programmes	Education Library	National Film Library	Other: Museums, etc.
				P	FI	GR	CA	MU	PA	PI	SL	FS	TR	VI			
	The Khoi-Khoin (pamphlet)								✓								
	The Hottentots	39 71									✓						
	Hottentots	79 88											✓				
LATEGAN E.H.N.	The Hottentots (Khoi-Khoin)	572 LAT	✓														
	S.A Panorama, Jan 1978, p. 15	P/SOU		✓													
WILCOX A.R.	Great river	968 WIL	✓														
BAINES T.	My travels in the interior	PR572.968IBAI													✓		
	Population groups in SA	VD/SO 7148														✓	
	Die Khoi-Khoin en die San van Lank																
	gelede (pamphlet)								✓								

See Annexure D for form to be used.

(2) Purchasing items listed in the *Media Guide* (par. 3.4.4.3)

Items may be purchased directly by TED 68 order forms. Specific procedures will appear regularly in every edition of the *Media Guide*.

(3) Purchasing items not listed in the *Media Guide*

For the purchase of these items, prior approval should be obtained from the Education Media Service (par. 3.4.3.1). Specific procedures are to be dealt with as in (2) above.

3.4.7.3 Initial stock

Departmental policy (*Manual...*, par. 37.1.3 (1) (b)):

"The initial stock for new schools comprises basic ready reference works, non-fiction, fiction and available audio-visual software. As soon as a school has adequate accommodation and staff, the principal should apply for initial stock."

Once initial stock has been received, the principal is to request that the media adviser visit the school to give the guidance required.

3.4.7.4 Central provision of books, periodicals and audio-visual software

Departmental policy (*Manual...*, par. 37.1.3 (1) (c)):

"A number of books and/or items of audio-visual software are provided to schools annually for specific school subjects. Subject committees select the books and the software and the Education Media Service places orders and delivers stock to schools.

Standing subscriptions to periodicals selected by the subject committees are also arranged for schools. Lists of the titles concerned are sent to schools well before delivery is due, so as to enable schools to adapt their own subscriptions to this."

Procedures for acknowledging receipt and taking into stock are included in every consignment.

3.4.8 Acquisition of media stock : audio-visual hardware

3.4.8.1 *Catalogue of the media centre*

(1) Audio-visual hardware supplied to schools as extraordinary items (B/E) appear in the *Catalogue of the Media Centre*. The instructions in the *Catalogue...* should be followed carefully.

(2) Procedure for estimating and purchasing (par. 3.2.3)

(a) The items required should be filled in on the *Estimate form...* and sent to the media advisers for approval.

(b) It is recommended that schools wishing to purchase hardware from their own funds should also consult the Education Media Service for advice.

3.4.9 Acquisition of stock for the teachers' reference collection

Funds are not specifically allocated for the teachers' reference collection. The principal and the media committee should consider recommendations and estimate for purchases. Titles do not have to be sent in for approval. In the event of specific needs arising, the Education Library may be contacted for advice, or the sources may be borrowed and evaluated before a final decision to purchase is taken. When expanding the stock of the teachers' reference collection, it should be borne in mind that the Education Library has a large media stock for teachers' use and only books that are required regularly should be purchased for this collection.

3.4.10 Evaluation of media stock

To ensure that the media stock meets the required standards, it is necessary that at least two meetings of the media committee be devoted annually in the main to evaluating media stock according to all the above-mentioned aspects, and that the media programme and work programmes be adapted accordingly.

3.5 ORGANISATION OF THE MEDIA STOCK

N.B.: Complete procedures for the organisation of the media stock are set out in *Procedures for the organisation of the media stock*, a manual for media staff

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3.5.1 Introduction

The organisation of the media stock consists of a series of largely administrative procedures and techniques. It is imperative, however, that the media staff concerned (par. 3.1.4 - 3.1.7) be properly trained for specific aspects by the media teacher, that guidance be given regularly and that management is exercised.

The organisation of the media stock is a comprehensive and continuous task which should be thoroughly planned and regularly evaluated by the media committee. This also applies to an adequate media staff and the need for continuity.

The brief synopsis given below is intended for the use of the principal and the media committee in their management, planning, control and evaluation fuctions. In implementing it in the media centre, the complete procedures mentioned above should be followed.

3.5.2 Receipt of media stock

3.5.2.1 Printed media and audio-visual software

Planning of the administrative aspects should take place once the professional aspects of evaluation (par. 3.4.3), acquisition and ordering (par. 3.4.7) of media stock have been completed.

It is advisable that media centre stock be received and checked in the media centre under the supervision of the media teacher. The books are to be checked against the invoices and the ordering list and marked off on both. The media teacher is to ascertain whether the correct titles according to the *Media Guide* serial numbers have been delivered and any discrepancies are to be followed up. Two copies of the invoice are to be sent to the administrative section of the school (par. 3.1.5) for further processing. The other copy is to be filed in the organisation file together with the order list.

Periodicals subscribed to by the school are to be treated in the same way as books.

3.5.2.2 Audio-visual hardware

Audio-visual hardware provided by the Transvaal Education Department is to be received in the media centre by the teacher responsible for stock in the school and the assistant media teacher responsible for hardware (par. 3.1.4.2). Before they acknowledge receipt, they are to check carefully that the delivery is complete and that the manuals have been included.

Audio-visual hardware ordered by the school itself, should likewise be carefully checked. It is suggested that the supplier be requested to unpack and assemble the equipment and give a demonstration so that equipment is ready for use.

3.5.3 Accessions and stock registers

3.5.3.1 Accessions register for books (TED 357)

Books are to be entered in the accessions register and each book is to be given an accession number for the specific year, e.g. 89/63. The accessions register is a permanent record of the media stock. It indicates books which have been written off and the summaries which are made annually of the existing stock. It serves as a record and is used for completion of the *Annual Return...* (TED 162).

3.5.3.2 Periodicals index card (TED 359)

An index card for periodicals is to be completed for every periodical, those ordered by the school itself and those received through central subscription, and receipt of new issues is to be regularly recorded. The register cards are a permanent record of periodicals received by the school and should be kept meticulously up to date.

3.5.3.3 Stock registers for audio-visual software and basic material

Audio-visual software is to be entered in a stock register according to kind as it is received. The identification symbol for the kind of software and the entry number together form the location number for housing, e.g. SL/19 for slide collection, 19th set entered into the stock register. The stock register is a permanent record in which items written off are reflected and of which an annual summary is made. A stock register should also be kept as a record of consumable basic material.

3.5.3.4 Stock cards for audio-visual hardware

TED 58 forms have replaced the stock register used previously. TED 4 stock cards are completed as for other stock in the school.

3.5.4 Organising printed media

3.5.4.1 Books

(1) Physical preparation

The accession number is to be written in the book according to prescribed procedures, the date sheet and the book pocket are to be pasted in, the issue card is to be completed and the lettering done on the spine. Aspects of physical preparation such as lettering should be maintained regularly.

(2) Cataloguing

On receipt of the catalogue cards (requested on TED 219), the prescribed procedures for cataloguing are to be followed; the media teacher gives guidance and controls. Catalogue cards for author, title and subjects, as well as for stock taking, are to be prepared for the card catalogue. As no catalogue cards are available for books which do not appear in the *Media Guide*, these have to be written by hand or typed according to the rules of cataloguing.

The cataloguing of the media stock for information retrieval (par. 4.1) is a comprehensive and responsible task that must be maintained and kept up to standard under all circumstances.

If any doubt exists on the adequacy of the catalogue, an adviser should be requested to visit the school.

(3) Housing

Books are to be arranged in sections for ready reference, non-fiction, fiction, junior collection, and folio books, on the appropriate shelves according to subject (Dewey number) for non-fiction and alphabetically for fiction.

3.5.4.2 Periodicals

(1) Physical preparation

Periodicals are to be stamped and made available for use after they have been recorded on the periodicals index cards.

(2) Cataloguing

Catalogue cards are to be requested as for books. Cataloguing for author, title and subject drawers is to be done once only. Articles in periodicals are to be made accessible in the subject sequence according to prescribed procedures (par. 4.1.4.3).

(3) Circulation

Periodicals should be circulated to teachers for a limited period for them to note content and indicate articles that should be added to the subject sequence to supplement the subject stock.

(4) Housing

The most recent issues of periodicals are to be displayed alphabetically on the periodicals shelf for use while older issues are to be housed according to year of publication in pamphlet boxes on book shelves.

3.5.4.3 Pamphlet collection

(1) Physical preparation

It is important that the source from which the pamphlet or cutting was obtained be fully indicated. Pamphlets, articles, cuttings, smaller illustrations, brochures, and so on are to be arranged in hanging files according to subject. An issue card is to be prepared for each hanging file and the contents of the file are to be borrowed as a unit.

(2) Cataloguing

Pamphlet collections are to be expanded by schools themselves and may differ greatly from school to school. Catalogue cards are not provided and the subject of a hanging file is to be retrieved according to prescribed procedures by a subject card in the catalogue.

(3) Housing

The hanging files containing the pamphlet collection are to be arranged alphabetically for use according to subject in a four drawer filing cabinet.

3.5.4.4 Newspapers

Newspapers are to be stamped on receipt and articles suitable for the pamphlet collection are to be indicated with a tick.

Newspapers are to be displayed on the newspaper rack for a period of time determined by the school. Before old newspapers are destroyed, marked articles should be cut out for inclusion in the pamphlet collection. The name of the newspaper, date of issue and page should be indicated on each article.

3.5.5 Organising audio-visual software

3.5.5.1 General principles

Most audio-visual programmes are not to be organised individually, for example slide by slide, but are to be grouped into sets according to subject and organised as such. Software such as gramophone records and video cassettes are to be organised individually.

3.5.5.2 Organising kinds of software

The different kinds of media mentioned below are to be physically prepared according to prescribed procedures and catalogued and housed in hanging files, plastic containers, plastic bags etc. in cabinets.

The organising of the audio-visual collection is very time-consuming because of the great variety of collections and the unique way of handling required by each:

(1) Pictures
(2) Transparencies
(3) Filmstrips
(4) Slide-sound programmes
(5) Audio cassettes
(6) Gramophone records
(7) Video cassettes
(8) Films
(9) Computer programs
(10) Multi-media kits

For this reason an assistant media teacher should be allocated for this task (par. 3.1.4.3) and the help of pupil and parent assistants should be enlisted (par. 3.1.6 and 3.1.7).

3.5.5.3 Basic production materials and other requirements

Once requirements have been determined and estimating and ordering of basic production materials listed in the *Catalogue of the Media Centre* has been carried out (par. 3.2.2.2 and 3.2.4), the stock is to be received in the media centre, checked, organised according to procedures and made available for use.

The same procedure applies for other requirements such as cleaning materials, extension cables, double adaptors, etc. (par. 3.2.3.3).

3.5.6 Organising audio-visual hardware

Once items of audio-visual hardware have been received and entered on stock cards, they are to be marked with the school's identification and the location number. The symbol, e.g. OP for overhead projector, and the accession number, e.g. 1, for the first projector received form the location number OP 1. The space on the shelf on which the projector is housed is to be marked with the same location number. Manuals for hardware are to be kept in ringbinders together with the hardware.

A register of spare parts purchased is to be kept for record purposes (par. 3.2.3.2).

3.5.7 Organising the alphabetical subject catalogue

The alphabetical subject catalogue is to be compiled from completed catalogue cards for all printed media as well as audio-visual software. The catalogue consists of author, title and subject sequences and enables the user to find the information required. In addition, a reading list for fiction is to be compiled.

The stock cards are to be housed in drawers in the workroom.

3.5.8 Organising a lending system

Making stock available (par. 4.2) includes the use of media in the media centre under supervision as well as a well-organised loan system. Procedures and general guidelines for supervision, lending times and period of loans, number of items and lending restrictions should also be compiled (par. 2.3.3.4 (2)).

A uniform lending system according to prescribed procedures should be followed and circulation statistics kept.

3.5.9 Maintaining media stock

During Media User Guidance periods and other educational activities, pupils should be given guidance on the proper handling of books and other media, so that they will treat them with respect and look after them properly while using them. Housing should be clean and dust free as the greatest enemy of media stock in the media centre is dust.

Books may be sent in for rebinding or they may be strengthened after they have been in use for some time. Pupil assistants should be trained to check books when they are shelving them and to withdraw those that need maintenance.

Audio-visual software should be housed away from dust, heat and dampness and should be checked regularly and maintained. Audio-visual hardware should be provided with dust covers, should be cleaned regularly and should be maintained according to information on the TED 58 forms.

3.5.10 Stock control in the media centre

Effective control should be exercised over media stock, e.g. there should be no entry into the media centre without supervision. The loan system should not allow any exceptions and missing stock should be traced without delay.

Stock-taking should be done annually according to Departmental procedures.

3.5.11 Organising the teachers' reference collection

A separate accessions register is to be used and the physical preparation and organising are to be done according to the procedures laid down.

3.5.12 Record keeping

An organisation file is to be compiled to keep a record of progress made with various aspects of the organisation of the media stock. There should be regular report backs at media committee meetings on progress made with work programmes for the organisation of the media stock.

3.5.13 Evaluation of the organisation of media stock

Regular evaluation of the standards maintained and progress made is essential for the effective planning of the organisation of media stock. The objectives set in work programmes for the organisation of media stock could serve as criteria. All aspects of the organisation should also be evaluated against the requirements set out above, so as to get an overview of the standard of organisation and to identify aspects that should be followed up.

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CHAPTER 4

PLANNING FOR THE PROVISION OF MEDIA SERVICES

4.1 INFORMATION RETRIEVAL IN THE MEDIA CENTRE

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4.1.1 Introduction

A balanced and functional media stock can only be properly utilised when the information contained in its sources becomes accessible to the user. Information retrieval is the most important, most comprehensive and specialised media service that the media centre is called upon to provide. It should be included in the school media policy by the media committee (par. 2.3.3.4 (1)) together with the media programme (par. 2.4.3.2) for which work programmes (par. 2.4.3.3 (3)) should be compiled. The *Procedure for the organisation of the media stock* must be followed.

Information retrieval should be thoroughly planned and managed by the media committee and the media teacher should take the responsibility for this. Stock in the media centre is to be made accessible for use by means of the alphabetical subject catalogue, a reading list for fiction, source lists for specific subjects and displays. The media committee is also to plan the involvement of the class/subject teachers in the allocation of subjects for specific classes/school subjects, the drawing up of a reading list for fiction (language teachers), the compiling of source lists for assignments and assistance with subject related displays.

4.1.2 Classification and cataloguing for the alphabetical subject catalogue makes information accessible to the user

4.1.2.1 Classification

Classification of media stock ensures that stock belonging together is grouped together. Classification is done as follows:

(1) In *large groups*, e.g. printed media and audio-visual software

(2) According to *kind of stock*, e.g. books, periodicals, audio-visual software and hardware

(3) According to the *specific kind of medium*, e.g. ready reference, non-fiction, fiction, periodicals, pamphlets, illustrations, transparencies, cassettes, filmstrips, slide-sound, video and other audio-visual programmes

(4) According to the *Dewey Classification System* information is classified in 10 classes with further sub-divisions of 10 so that a specific classification number may be allocated to a subject. In this way *books* dealing with the same subject are classified under the same number and arranged on the shelves accordingly for the convenience of the user

(5) By determining the *subjects* dealt with in each source for information retrieval by means of catalogue cards. The subjects are grouped in the alphabetical subject catalogue under a *guide card* in order to make all media containing information *on a subject* directly available to the user.

Classification according to the *Dewey Classification System* is done by the Education Media Service for the *Media Guide* or at the request of schools and a limited number of subjects are allocated to a source.

4.1.2.2 Cataloguing

Cataloguing is the process by which a systematic list of all the media in the media centre is compiled and individual sources of information are made known. Cataloguing is done as follows:

(1) By providing a *catalogue card* with bibliographical information (author, title, date of publication etc.) and subjects or themes indicating the content, for each item in the stock

(2) By providing sufficient *duplicates of this catalogue card* (also called a *unit card)* and *underlining* the *author* on the first card, the *title* on the second card and a *subject* on each of the remaining cards. Also underline the *location number* on the stock card.

(3) By arranging the catalogue cards according to the underlined *author*, *title* and *subjects* behind the specific *guide cards* in the respective catalogue drawers to enable the user to find information according to his needs.

4.1.2.3 The alphabetical subject catalogue and a subject list

As much information as possible is made directly accessible to users through the alphabetical subject catalogue. This is made possible by drawing up and regularly updating an alphabetical subject list which contains subjects from all the subject syllabuses, extra-curricular activities and the personal needs and interests of pupils.

For effective information retrieval in sources in the media centre only subjects contained in the subject list should be used.

Consideration is being given to compiling *a standardised subject list for school media centres* for use by education media services and schools.

4.3.1 Education Media Service : Centralised information retrieval services to media centres

4.1.3.1 The *Media Guide* (par. 3.4.4)

The *Media Guide* is compiled by media specialists in school subjects, other subject areas, classification and cataloguing. The correct bibliographic information for each item is published in the *Media Guide*, classification numbers are provided, the contents made accessible by an annotation, and subjects identified for information retrieval. A serial number is allocated to each item in the *Media Guide* (par. 3.4.4.1).

4.1.3.2 Central Cataloguing Service

(1) Media Guide Stock

Sets of catalogue cards are provided only for stock listed in the *Media Guide* and are ordered from the Education Media Service on TED 219.

As soon as invoices for new stock have been checked, catalogue cards may be ordered directly so that new stock may be made available for use with as little delay as possible (par. 3.5.4 and 3.5.5).

(2) Stock not listed in the *Media Guide*

Cataloguing of stock which does not appear in the *Media Guide* should be done by the media teacher according to the guidelines in the *Procedures for the organisation* .... This also applies to audio-visual programmes produced by the school.

4.1.3.3 Bibliographies and occasional lists

(1) Media Guide stock for use by pupils

Subject bibliographies and occasional lists are regularly sent to schools to help them purposefully expand their stock and also to enable them to acquire sources timeously for special occasions, e.g. year themes.

(2) Education Library stock for use by teachers

Subject bibliographies intended to inform teachers of stock available in the Education Library are compiled for in-service training courses and displays are also held.

Bibliographies are also compiled for other subjects, e.g. audio-visual software and occasional lists for the theme of the year. These subject bibliographies and occasional lists are sent to schools and as soon as they are received, they should be accessioned in the teachers' reference collection. Then they should be circulated to the teachers involved to inform them of the rich variety of educational media available.

4.1.4 Information retrieval in the media centre

4.1.4.1 Subject list (par. 4.1.2.3)

The media committee should make provision in the school media policy for an analysis of syllabuses and the drawing up of a subject list. A work programme (par. 2.4.3.3 (3)) for information retrieval in the media centre as part of the media programme (par. 2.4.3.2) has then to be drawn up. The media teacher is to consolidate the lists of subjects from the syllabuses in one alphabetical order and supplement it with subjects relating to extra-curricular activities and pupils' personal interests. New subjects are to be added according to needs.

4.1.4.2 The alphabetical subject catalogue

When the catalogue cards ordered from the Central Cataloguing Service are received, they are to be processed for inclusion in the alphabetical subject catalogue.

Once the accession number of the school has been entered on the card, the author and title are respectively to be underlined on separate cards and included in the author and title sequences. The subjects that have already been allocated are then to be underlined on separate cards and arranged in the subject sequence. One advantage of information retrieval by subject is that the media teacher can analyse the source further according to the needs of the school. Additional subjects can be allocated from the subject list and added to the existing cards as well as to the additional cards that have to be handwritten. After the underlining of subjects, the cards are to be included in the alphabetical subject catalogue.

Subject teachers could be involved in the allocation of subjects for new stock according to syllabus requirements by circulating books, etc. to them directly on receipt.

4.1.4.3 Periodicals

Periodicals are to be analysed and useful articles are to be selected for inclusion in the subject catalogue. Subjects from the *subject list* are to be allocated to the articles. The subjects are to be written on the catalogue cards for a specific number of the periodical and arranged in the catalogue behind the relevant guide cards.

4.1.4.4 Pamphlet collection

For each hanging file, a subject card is to be made and arranged in the subject catalogue behind the relevant guide cards.

4.1.4.5 A reading list for fiction

Pupils are to be given reading guidance in the media centre and are to be motivated to read for pleasure and relaxation. A reading list on cards according to genre (e.g. picture book, family story) and themes of the book, should be compiled in co-operation with the language teachers to facilitate reading guidance. An avid reader could select books from the reading list for himself. The cards for the reading list are to be housed behind the relevant guide cards according to subject headings.

4.1.4.6 Source lists

(1) Media centre stock

Further retrieval of information is to be accomplished by compiling source lists for a specific subject and/or assignment set by the class/subject teacher in co-operation with the media teacher (par. 5.2.2.3). The source lists should be kept in files for further use and updating.

(2) Other sources of information

Details of sources borrowed elsewhere, e.g. the Education Library and/or the National Film Library, should also be included in the source list for later use.

It is also useful to include sources of information in the school's immediate vicinity in the source list, e.g. the public library, museum, places of historical interest, festivals, shows, exhibitions, nature reserves, industries and interesting personalities. This information should be constantly checked and updated for efficient information retrieval.

4.1.4.7 Displays

(1) In the media centre

Regular displays of new accessions, or for subjects, the theme of the year, hobbies (exhibited by pupils themselves) and so on promote the stock in the media centre in a different way and bring the user into contact with the actual source. A source list of the media on display should be available so that sources may be noted by viewers for later use.

(2) In the classroom

Displays in the classroom provide the teacher with the opportunity to promote different kinds of media and their use with pupils and to motivate them to read or gather information on the subjects, also beyond the confines of the syllabus. Source lists should be available so that notes may be made and priorities set for later use.

4.1.5 Evaluation of information retrieval in the media centre

The media committee should plan for regular evaluation of the efficiency of information retrieval in the media centre. A questionnaire on the finding of information in the media centre could be compiled, and answered by some teachers and pupils in rotation. Needs could be identified and included in further planning.

4.2 MAKING STOCK AVAILABLE TO USERS

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4.2.1 Introduction

It is essential that users of the media centre know that the stock is available for use at specified times. The media committee is required to make provision for this in the school media policy (par. 2.3.3.4 (2)) and the media programme (par. 2.4.3.2), to formulate the lending policy and to compile lending procedures.

4.2.2 Lending policy

The lending policy determines when the media centre is open for use, for what activities provision should be made, e.g. lending times and procedures; the provision of media services and who should be responsible for each. Duty and supervision in the media centre before school, during breaks and after school should also be laid down.

4.2.3 Media staff and pupil assistants (par. 3.1)

The media teacher is in charge of the provision of media services and exercises control over it. An assistant media teacher (par. 3.1.4.1) and pupil assistants are to be responsible for making the stock available to users. This requires training and regular supervision. The way in which services are provided, as well as the attitude of the assistants, should be given attention. They should be friendly, patient, and helpful.

4.2.4 Timetable for the media centre and media use

In planning for the provision of media services and the use of media, it should become apparent to the media committee that the media centre provides *an important infrastructure for media use* for which time should be set aside in the school timetable.

The media committee is to plan the timetable as a whole to ensure that all aspects are provided for and to prevent overlapping.

To make media available, the timetable should provide for:

- Times when the media centre is open for use: before school, during school, during breaks and every afternoon
- Lending times for all users: pupils, teachers and specific classes e.g. junior primary and aid classes

These times are to be communicated to all users on the notice boards of the media centre, classrooms, staff room, etc.

4.2.5 Lending system and procedures

4.2.5.1 Lending system

The media committee is required to plan for the implementation of the lending system *(Procedures for the organisation ...)* according to the unique needs and circumstances of the school and to determine lending periods for specific kinds of media, e.g.

- All non-fiction and fiction may be borrowed but not more than a specified number at a time
- Ready reference works may only be borrowed for a specific lesson(s) for use in classrooms and over night for special needs
- Software may be borrowed for use in the classroom for integrating in lessons, but should be available again afterwards for use in the media centre.

In addition, the number of sources and lending period for a block loan for the media corner in junior primary classes and for block loans for media use in other classes should be determined. The lending system for hardware should provide for long-term use (e.g. overhead projectors) as well as for short-term use, depending on stock available.

Extension of lending periods, reservation of books by individual users and the reservation of media sources in the media centre for the duration of assignments should also be planned.

4.2.5.2 Lending procedure

For the efficient functioning of the lending service, a lending procedure, based on the Departmental lending procedure, should be drawn up for the school for the use of the media staff involved as well as the teachers. The lending procedure should determine how:

- Issue cards are to be filled in
- Pupil assistants are to stamp the cards and date sheet
- Books are to be returned

- The physical condition of books is to be checked on return
- A loan is to be extended or a source reserved
- Issue cards are to be arranged
- Overdue loans are to be handled
- Block loans are to be selected and issued and what the responsibility of the teachers involved is to be
- Circulation statistics are to be kept
- Hardware is to be lent and what the responsibility of the teacher is to be.

4.2.6 Evaluation of availability of stock to users

Making stock available is a media service that should be continuously evaluated and adapted, e.g. an increase in media use would influence provision of media staff, the timetable, the lending policy and procedures.

4.3 PROMOTING THE MEDIA CENTRE, MEDIA STOCK AND MEDIA SERVICES

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4.3.1 Introduction

Introducing users to and promoting the media centre and media use is a lesser known but nevertheless vital media service. The media committee is to make provision for such promotion in the school media policy (par. 2.3.3.4 (3)) and the media programme (par. 2.4.3.2) and plan a work programme that can be integrated into the school programme.

Planning for the promotion of the media centre, media stock and media services includes assessment of needs, aims and possible strategies and techniques that may be used. A sub-committee (par. 2.2.2.3) consisting of teachers and pupils who have the aptitude and interest may be nominated to take responsibility for this service under the guidance of a member of the media committee. The sub-committee is to draw up work programmes to be submitted to the media committee, ensure that the media centre, media stock and media services are integrated into the different school activities and offer assistance in media use for specific school projects and strive for greater effect and efficiency.

4.3.2 Assessment of needs

Questionnaires or competitions about the media centre, media stock and media use, involving pupils, teachers and parents, collectively or individually are a point of departure for identifying needs to be provided for. Other methods include sampling by means of interviews; careful observation of pupils, teachers and parents when media use is under discussion; surveys of the nature, scope and frequency of media centre use and media use, assessing attitudes of teachers, etc.

4.3.3 Target groups

Promotion programmes are aimed at pupils, teachers, parents and to a lesser extent the community. It is important that the needs of these groups be analysed and taken into account when work programmes are planned and also to determine which strategies and techniques will be effective for different groups.

Differentiation within a target group, e.g. specific standard, subject, interest or events, may also be considered. General and ongoing programmes are to be focused at all target groups, while specific programmes such as fund raising are to be aimed at parents but with pupil and teacher involvement. Parent associations could be involved by forming a *Media Centre Committee* of interested parents to function in partnership with the sub-committee and the media committee.

4.3.4 Aims and possible strategies and techniques

4.3.4.1 Aims

The general aim is actively to promote the media centre, stock and services. Specific objectives to provide for identified needs could be formulated and suitable strategies and techniques could be applied to achieve those objectives.

A 'promotion campaign' in which it is emphasized that the aims of the media centre, the curriculum, and the school are largely similar may form an important point of departure for the planning process. This 'campaign' could also be used to inform and involve parents and the community. Such a promotion campaign could lead to understanding, involvement and a measure of co-responsibility.

4.3.4.2 Strategies and techniques

To obtain the necessary background, it is essential to do research on possible strategies and techniques. The media committee could, for example, send a sub-committee or a member of the media committee and pupils on a fact-finding mission to ascertain what strategies and techniques for promotion and sales are used in business and to submit proposals for their practical application in the promotion of the media centre, stock and use.

4.3.4.3 Possible aims, strategies and techniques

(1) To constantly focus attention on the media centre as an essential part of the functioning of the school by:

- Prominent and colourful sign posts to and in the media centre to create interest, make users feel welcome and invite them to use the media centre - judicious variation of these signs would help revive interest
- Posters, handbills and advertisements at strategic places and times.

(2) To sell or market the media centre, stock and services by:

- Short stimulating promotion programmes to introduce new media, e.g. a slogan and a short summary of the potential uses of each kind of medium or of media in general as a first step to the introduction of new stock
- Regular activities, e.g. assembly, for brief promotion of the various aspects of media use - variation and originality are crucial to the success of this
- Displays on themes and subjects, for current affairs and for specific occasions, e.g. parents' evenings and school functions.

(3) To promote specific media services in turn by:

- Notices, posters, advertisements
- Slide-sound programmes, cassette recordings and graphic presentations
- Demonstrations.

(4) To explain the functioning of the media centre and to promote use by:

- Slide-sound programmes - recent slides should be used so that pupils may associate them with teachers and pupils known to them.

° Flow charts on notice boards, transparencies, etc.

° Notices: programme of the week, special occasions/programmes.

(5) To gradually introduce users to the media stock and to make them aware of the skills necessary to utilize it, e.g.

° Quizzes and competitions based on the use of ready reference or other stock

° Readings from books, slide-sound and video shows, listening programmes for stories, reading circles, music etc.

° Theme days, weeks, evenings, e.g. themes from syllabuses, sport and other activities, kinds of stock or various related aspects such as newspapers, periodicals, advertisements

° Demonstrations of media use, e.g. audio-visual hardware and software

° Announcements about and promotion of the above possibilities.

(6) To stimulate users' interest and motivate them and to promote media use by:

° Sharing ideas on successful media use in a lesson or an assignment

- with teachers at subject and/or staff meetings and
- with pupils in other standards, classes and subjects by, e.g. a display in the media centre or a class discussion

° Publication in a newsletter or column of the school magazine to illustrate the advantages of media use and also to bring it to the attention of parents.

(7) To bring the media centre, stock and use at school functions and relevant community activities clearly to the attention of all participants through demonstrations, displays, innovative programmes or projects.

(8) To publish a monthly media newsletter in which the above aims are stated and in which a variety of strategies and techniques are used to promote them.

4.3.4.4 Conclusion

The aims, strategies and techniques mentioned serve only as examples. Strategies and techniques mentioned with one aim could also be successfully used in the achievement of other aims and are thus not bound to a specific objective. Many other aims could be formulated and strategies and techniques that could be used in the planning of work programmes should be further exploited.

4.3.5 Evaluation of the promotion of the media centre, media stock and media services

It is essential that the media committee should remain informed on progress made with work programmes and that it should exercise control.

The media committee should evaluate the work programme on completion and make suggestions for improvement or for extending it.

4.4 INFORMATION AND CONSULTATION SERVICES

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4.4.1 Introduction

Media services are not provided in isolation and are dependent on and supplementary to one another. Information and consultation services rely heavily on the media services in par. 4.1 - 4.3 and are to be provided to individual and small group users on an ongoing basis during times when the media centre is open for use.

It is an exacting task that requires

- Thorough knowledge of the functioning of the media centre, media stock and media use
- Good public relations
- The ability to handle interruptions.

This is vital for successful media use.

Information and consultation services are related to Media User Guidance and provide the media teacher and the assistant media teacher with important educational opportunities. Pupil assistants are to be given further training to be able to help with basic information services (use of the catalogue, finding sources, etc.).

The nature and scope of information and consultation services will depend on the circumstances and needs of each school. Initially these services may be limited to the most essential, and as media use increases and needs expand could be extended to advanced and comprehensive information and consultation services.

The media committee is required to make provision for information and consultation services in the school media policy (par. 2.3.3.4 (4)) and media programme (par. 2.4.3.2), draw up a work programme for continuous services and where necessary, specific work programmes for expansion of new projects. In the planning of a work programme, attention should be paid especially to the provision of adequate staff and time for the provision of these professional services as a prerequisite for efficien. media use.

4.4.2 Information and consultation services to pupils

These services include:

4.4.2.1 The creation of a convivial atmosphere in the media centre where users feel at home, attitudes are formed, contact is made, confidence won, and where the media teacher can reach out to the users

4.4.2.2 Informal introduction to the functioning of the media centre, the kinds of stock, where they are housed and how media can be borrowed

4.4.2.3 Practical help with the use of the subject catalogue, the symbols for the different kinds of media and finding them on the shelves or in cabinets

4.4.2.4 Regular inculcation of information and media skills while they are applied to the finding and utilising of information, reading assignments and the use of audio-visual hardware

4.4.2.5 Practical guidance in the choice of media for a specific purpose, e.g. for finding information, reference work, reading, looking and listening

4.4.2.6 Creating opportunities for using media individually, with friends, or with teachers according to needs

4.4.2.7 Guidance to progress from dependent to independent use, learning how to find sources, and to localize, process and present information

4.4.2.8 Discussion of information and reading requirements with individual users, analysis of needs/problems, identification of subject for information search, planning of search, finding, processing and utilizing for presentation of information, and compiling source lists

4.4.2.9 Aid with the production of software, e.g. assignments, selection of a medium (media) and its application.

4.4.3 Information and consultation services to teachers

These services include:

4.4.3.1 The creation of an atmosphere in which colleagues feel welcome, their confidence is won, their information and other requirements are satisfied, and where the groundwork for teamwork in media use can be laid

4.4.3.2 Co-operation in the regular weeding out and extension of subject stock and making it accessible

4.4.3.3 Support in the selection of media for a specific lesson, preview session, evaluation, drawing up of source list, compilation of media block loan and making hardware available

4.4.3.4 Co-operation in the development of information and media skills in the media centre and in the classroom; consultation on substantiated application of skills

4.4.3.5 Professional guidance on the effective use of media in teaching to ensure the adequate exploitation of the potential of educational media

4.4.3.6 Providing opportunities for creative planning of aspects such as media use in a lesson, media selection, differentiation (work sheets) and the production of software to provide new learning opportunities and experiences to pupils

4.4.3.7 Co-operation in the planning of assignments, the drawing up of work sheets and the production of instructional media for which the media stock can be exploited

4.4.3.8 Creation of opportunities to interact with colleagues on results obtained, and to share successes and experiences (partnership) in the interests of media use

4.4.3.9 Making use of the opportunities afforded by media subject group meetings to share experiences, evaluate and exchange self-produced programmes and to share scarce media sources within a comprehensive unit.

4.4.4 Evaluation of information and consultation services

The evaluation of information and consultation services could be carried out by the media committee on a continuous basis, e.g. these services could be evaluated every time when reporting back on the use of media in the lesson or for assignments. Evaluation of these services should also take place during the informal use of media.

4.5 IN-SERVICE TRAINING AND GUIDANCE IN MEDIA USE

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4.5.1 Introduction

In-service training and guidance differs from other media services as it is aimed at getting staff to attend and exploit in-service training courses and other occasions, so that a guidance programme can be planned for follow-up and implementation of the course content.

For this purpose the media committee is required to ensure that in-service training and guidance is included in the school media policy (par. 2.3.3.4 (5)) and the media programme (par. 2.4.3.2) and, further, that a guidance programme(s) is drawn up and integrated into the annual school programme.

4.5.2 In-service training

4.5.2.1 Annual programme for orientation and regional courses, as well as symposium for principals

(1) Media in education

The media committee, on being informed of media courses which are to be presented, is to nominate a representative to attend the course and give guidelines on the nature of the report back expected. On completion of the course, the representative is to report to the media committee which is then to arrange for the course content to be conveyed to the rest of the staff and for the inclusion of relevant aspects in the guidance programme.

(2) School subjects

The media committee is to request the responsible head of department to arrange for report back by the course representative on lectures dealing with media use so that planning for further implementation may be done where necessary.

The media committee is to take note of subject bibliographies and displays encountered during courses and include these in the work programme for stock building for the specific subject. The media teacher is to inform the media committee when a final set of course notes and subject bibliographies are received for accessioning in the teachers' reference collection, to enable the head of department involved to plan for their use in, inter alia, the in-service training of subject teachers.

(3) Symposiums for principals

The principal, as chairman of the media committee, is required to share lectures on the professional management of media centres and media use and other aspects with the media committee, so that a work programme for implementation can be drawn up.

4.5.2.2 Other in-service training opportunities

(1) The Superintendent of Education: Academic gives in-service training in subject media use and heads of department are to convey this information to the media committee for further implementation where necessary.

(2) The Superintendent of Education: Circuit provides in-service training at macro-level on media centres and media use, to the principal and media teacher, who are to report back to the media committee for their information and for further planning and implementation.

(3) The media advisers provide in-service training on all aspects of the media centre and media use on micro-level, during school visits, at media subject groups and work sessions and make recommendations for follow-up by the media committee. They also assist the media teacher with the planning and implementation of a guidance programme in the media centre.

(4) At teachers' centres, in-service training in media use is given according to identified needs. The media committee is to note these occasions, request staff members to attend and to give feedback for possible follow-up activities.

4.5.3 Guidance

4.5.3.1 Guidance programme for new teachers

The media committee is required to plan a guidance programme for new teachers dealing with the most important aspects of the media centre and media use, e.g. media policy, the media programme and work programmes, the integration of media in a lesson and assignments. The media committee should decide which members of the committee will give guidance, and when and how long each session will be.

4.5.3.2 Guidance programme for teachers in the different aspects of media use

The media committee should request the committee members to determine what the requirements of the staff are and to set priorities accordingly, for the planning of a guidance programme to be presented on a regular basis (e.g. monthly). Topics, such as the integration of media in a lesson, the planning and evaluation of assignments, the development of media and information skills, the handling and use of audio-visual hardware and the production of software, should be given regular attention.

The media committee should appoint presenters in rotation for these guidance programmes and exercise control. Guidance programmes should be differentiated in order to provide for elementary as well as more advanced requirements. The Education Media Service may be approached to present work sessions on a more advanced level, for example, in comprehensive units.

4.5.4 **Evaluation of in-service training and guidance in media use**

The guidance programme should be evaluated on a continuous basis so that the necessary adaptations can be made, also for the follow-up of courses or work sessions that have been attended.

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CHAPTER 5

PLANNING FOR MEDIA USE

5.1 MEDIA USER GUIDANCE

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5.1.1 Introduction

The use of a variety of media for teaching and learning demands purposeful and progressive guidance in the development of the necessary media and information skills of pupils, i.e. Media User Guidance. For this reason, the media committee should have a clear grasp of the aims, content and practical approach of the *Programme for Media User Guidance* and should be thoroughly aware of how important and indispensable these skills are in the life of every pupil.

Against this background the media committee is to plan for the teaching of Media User Guidance in the school media policy (par. 2.3.3.5 (1)) and the media programme (par. 2.4.3.2). Work programmes and procedures for the implementation of the media policy and programme for Media User Guidance in the school should be drawn up with the purpose of fully involving all teachers in providing pupils with the privilege of using the media.

As guidelines for planning by the media committee, a short synopsis of the aims of the *Programme for Media User Guidance*, the content, the basic media and information skills and the mutual relation between the components are given.

5.1.2 The *Programme for Media User Guidance*

5.1.2.1 The place of the *Programme* ... or 'syllabus' in the school curriculum

Media User Guidance is not an examination subject and, because of the unique nature of its content and presentation, is often taught in isolation without its being integrated into the curriculum of the school. For this reason, the media committee should, in its planning for the teaching of Media User Guidance, make provision for conveying the need for guidance on using the media in the media centre and in the classroom to teachers to ensure their motivated participation in work programmes.

5.1.2.2 Aims

The *Programme for Media User Guidance* carries into effect the aims of the media centre and media use. The following are the particular aims of the *Programme...*:

(1) To orientate pupils in the media centre and to introduce them to the types of media and services of the media centre

(2) To guide pupils in personally handling and using media in the media centre

(3) To develop the pupils' skill in locating information in the media centre, in books and other media through systematic use of a variety of media

(4) To guide pupils, through motivated use of media, in gradually mastering the skills of listening, observing, reading, interpretation and presentation, and in applying these skills in school and at home

(5) To guide the reading of classes, groups and individuals, in co-operation with the subject teachers, to promote reading for enjoyment and for information

(6) To support and enrich subject teaching with a variety of media, in close co-operation with subject teachers

(7) To lay the foundation for using media effectively in the teaching and learning process in the classrooms

(8) To prepare the pupils for the productive use of the media centre, media at home, public libraries, museums, and so on for educational and recreational purposes. (Refer also pp 5, 10, 22, 34 and 42 of the *Programme...* for the aims of Media User Guidance in the respective school phases and for special schools and classes).

Media User Guidance should be taught progressively in the different school phases and standards and should be adapted to the development and abilities of the pupils.

The involvement of and co-operation with the subject teachers form part of the aims and are prerequisites for the successful teaching and application of Media User Guidance which should be included in the subject policies for all subjects.

5.1.2.3 Content

(1) The *Programme for Media User Guidance* consists of three components with special emphasis on the development of media and information skills and their application:

"A. **ORIENTATION OF THE USER IN THE MEDIA CENTRE**

A1. Introduction of the types of sources: printed and audio-visual media.

A2. Orientation in the housing, systematisation and use of media.

B. **DEVELOPMENT OF USER SKILLS**

B1. Skills in locating sources by using the card catalogue, source lists, reading lists, bibliographies and displays.

B2. Skills in using the aids in a source for locating information: bibliographic aids; systematisation of contents: table of contents, glossaries; indexes; guide words; and graphic material.

B3. Skill in using media:

B3.1 Skill in using media by listening, visual observation and reading

B3.2 Skill in meaningful interpretation while listening, looking, reading and experiencing

B3.3 Skill in selecting and systematising

B3.4 Skill in presenting information, ideas, experiences, etc.

B3.5 Skill in documenting the sources used.

C. **APPLICATION OF SKILLS**

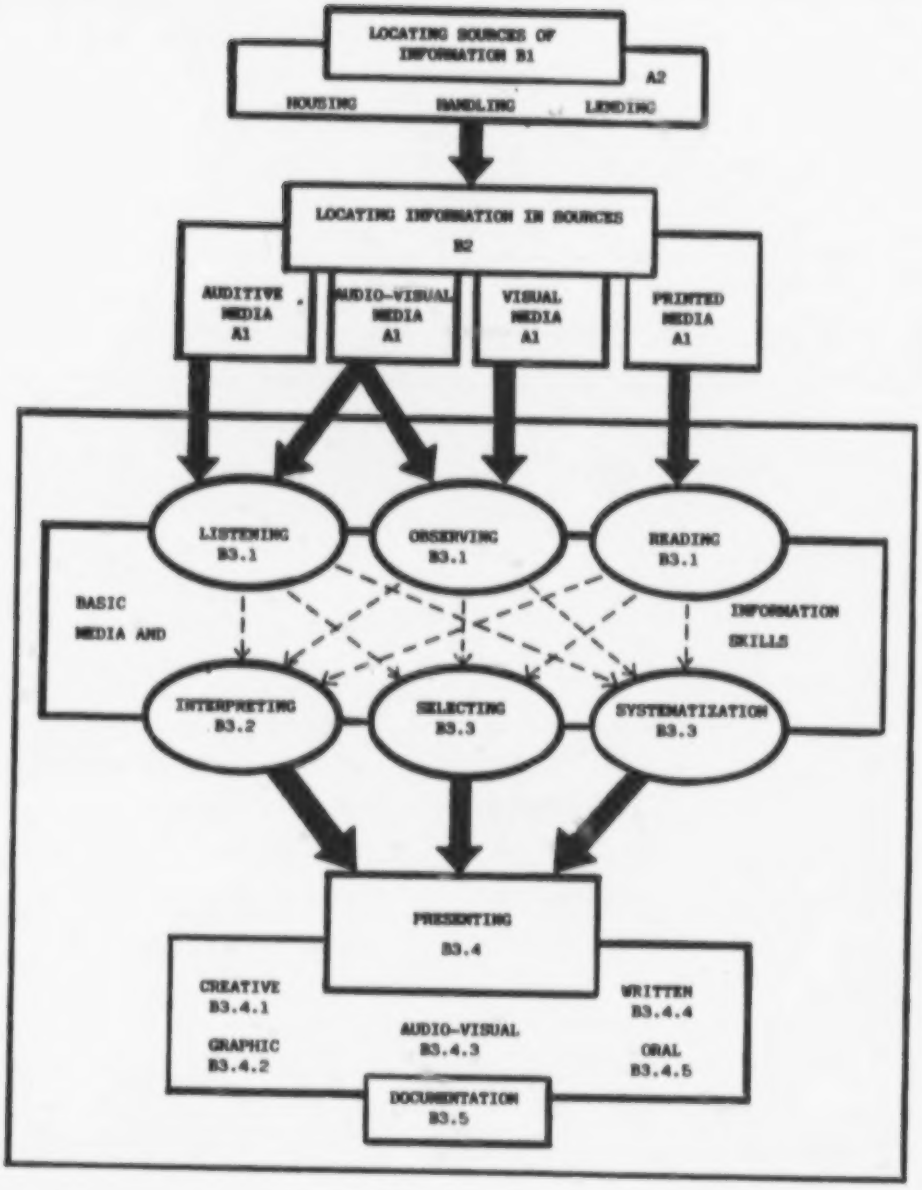
C1. In the media centre the skills are applied during the periods for Media User Guidance and in the pupils' independent use of media.

C2. In subject teaching the skills are applied during the use of media by the teacher and pupils in the teaching and learning process.

C3. The skills are also applied in the pupils' personal use of media, e.g. for extra-curricular activities at home and when visiting public libraries, museums, etc. ("*Programme*..., p 4)

(2) The *basic* media and information skills are incorporated in component B3 and include the skills of listening, looking and reading to locate information; the interpretation, selection, systematisation and presentation of information and the documenting of sources.

These *basic* media and information skills can only be developed if pupils are introduced to the different kinds of stock in the media centre (component A1), have been orientated to the housing, handling and lending of media stock (component A2), are skilled in finding the sources containing the information (component B1) and are conversant with the aids available to help them find the information in the sources (component B2).



Basic media and information skills and the use of the media centre and media stock

5.1.3 Teaching Media User Guidance

5.1.3.1 In the media centre

The media committee is to make provision in the school media policy (par. 2.3.3.5 (1)) for teaching periods for Media User Guidance according to the guidelines in the manuals for primary, secondary, and special education. The media teacher is to be responsible for teaching Media User Guidance during weekly periods in the media centre for the *senior primary* and *junior secondary school phases* (par. 3.1.3).

The media teacher is to control and co-ordinate the teaching of Media User Guidance in the *junior primary* and *senior secondary school phases* and give guidance to teachers in the devleopment of media and information skills and the integration of these skills into class teaching.

5.1.3.2 In the classroom

- Media User Guidance in the *junior primary school phase* is to be integrated into class teaching. An attractive and colourful media corner should be arranged in each classroom for housing a block loan related to the scheme of work and selected by the class teacher in co-operation with the media teacher. Every week, second week or month according to a planned timetable, the pupils should visit the media centre with the class teacher for orientation. The class teacher, in co-operation with the media teacher, should guide pupils in their choice of books for borrowing and reading at home.
- The teachers in the *senior primary* and *junior secondary school phases* should ascertain from the media teacher which media skills the pupils have mastered and how they can be further developed. In planning for the use of media in a lesson and for assignments, as well as in the selection of media for the source list in co-operation with the media teacher, the skills that have been mastered by the pupils should be taken into account.
- For the continued teaching of Media User Guidance in the *senior secondary school phase*, the closest liaison with the media teacher is necessary. Lesson units are to be planned for regular practise of media and information skills during media use in lessons and for assignments. Once or twice per term, according to a planned timetable, the pupils should visit the media centre accompanied by the subject teacher during subject periods, to be introduced to more advanced stock and to consolidate their media and information skills under the guidance of the media teacher (par. 4.4.2 and 4.4.3).

5.1.3.3 Subject policy, scheme of work and lesson units

In the *Manual for General School Organisation* (1986), Chapter 6, guidelines are given for a subject policy, scheme of work, preparation and record of work. The scheme of work for the teaching of Media User Guidance consists of a series of lesson units for a specific year, aimed at the progressive development of media and information skills in the various standards. The number of lesson periods devoted to a lesson unit will depend on the progress made and should be entered in the media teacher's record of work.

5.1.4 Application of media and information skills

The development of media and information skills and guidance in media use are only meaningful when applied in a motivated way (par. 5.1.2.3 (1), component C of the *Programme...*).

The media committee is to provide work programmes for the formal teaching of Media User Guidance, (see example on p. 81 and 82) as well as for informal teaching through regular guidance in media use and through planned curricular and extra-curricular practise and application of media and information skills.

5.1.5 In-service training

Orientation and regional courses for the teaching of Media User Guidance are regularly presented and complete sets of course lectures of these are available in the teacher's reference collection.

The media advisers give pertinent attention to the teaching of Media User Guidance during school visits and they present in-service training as a follow-up to the courses presented.

In-service training is also given at work sessions, media gatherings and media subject group meetings.

5.1.6 Evaluation of the teaching of Media User Guidance

Regular report-backs on progress made with Media User Guidance and its application in the educational programme of the school is to be given during media committee meetings. Work programmes are to be evaluated continuously for effectiveness and in order to plan for eliminating shortcomings.

EXAMPLE OF A WORK PROGRAMME

WORK PROGRAMME 4/1989 : MEDIA USER GUIDANCE

DATE COMPILED : 1989.02.27

OBJECTIVE	TEACHERS INVOLVED	WORK PROCEDURE	DATE	
			Commence	Complete
1. To implement the Programme for Media User Guidance effectively in all classes	Media committee	1. Programme for Media User Guidance		
		1.1 Discuss the aims and content of the programme, determine priorities and arrange for the necessary teaching periods.		
	Media teacher	1.2 Draw up a subject policy to be made known during a staff meeting.		
		1.3 Make a summary of the media skills that pupils ought to be able to master in the different standards with a view to correlating with subject media use.		
	Heads of departments Subject representatives Media committee	1.4 Arrange for the integration of media use with the subject policy to be discussed during subject meetings.		
		1.5 Discuss development and application of media skills in the different subjects.		
		1.6 Evaluate the progress made with Media User Guidance during every term.		
2. To implement the Programme for Media User Guidance in the junior primary and senior secondary school phases	Heads of departments Teachers	2.1 Junior primary school phase		
		2.1.1 Collaborate with the media teacher for the integration of Media User Guidance with the syllabuses.		
	Media teacher	2.1.2 Plan visits to the media centre with the class teacher and enter on the media centre timetable.		
	Heads of departments Subject teachers Media teacher	2.2 Senior secondary school phase Collaborate with the media teacher for the further inculcation of Media User Guidance and for ways of introducing advanced sources.		
		2.3 Evaluate progress made at the end of each term together with 1.6.		

WORK PROGRAMME 4/89 (Continued)

OBJECTIVE	TEACHERS INVOLVED	WORK PROCEDURE	DATE	
			Commence	Complete
3. To teach Media User Guidance in the senior primary and junior secondary school phases in regular periods	Media teacher	3.1 Senior primary and junior secondary school phases 3.1.1 Scheme of work and preparation Plan scheme of work and lesson units for teaching Media User Guidance for the progressive and sequential development of media skills.		
	Heads of departments	3.1.2 Application of media skills Plan with the media teacher for the application of media skills in class teaching, compile a general procedure and report to the media committee. 3.2 Evaluate reports received and co-ordinate with 1.6 and 2.3.		
4. To give guidance in informal media use according to needs of pupils and teachers (par. 4.3)	Media committee	4.1 Informal media use 4.1.1 Determine the nature and scope of the need for informal guidance in media use with teachers and pupils.		
	Media committee Media teacher Assistant media teacher	4.1.2 Plan guidance in media use to individual teachers/pupils or to groups of users, during and after school, and compile a duty timetable.		
	Media committee	4.2 Evaluate and co-ordinate together with 1.6, and 3.3.		

5.2 CURRICULAR MEDIA USE

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5.2.1 Introduction

An infra-structure for effective curricular media use should be created by the professional management of the media centre and the use of media in the school (chap. 2), the planning for the functioning of the media centre (chap. 3), the provision of media services (chap. 4) and the teaching of Media User Guidance (par. 5.1). When all the above components have been given attention, the media committee is to make specific provision for curricular media use in the school media policy (par. 2.3.3.5 (2)) and in the media programme (par. 2.4.3.2). For the implementation of the media programme, a general work programme for curricular media use (see example on p. 84) could be drawn up as well as specific work programmes for phases and subjects according to the school's own needs.

5.2.2 Guidelines on planning curricular media use

The different aspects of the school media policy (par. 2.3.2) could be used as a basis for the planning of curricular media use, with the emphasis placed on the relevant aspects.

5.2.2.1 Subject policy

According to the *Manual for General School Organisation*, Chapter 6, par. 6.2.4 (8), each subject policy should make provision for use of the media centre. Each subject policy should contain a declaration of intent aimed at:

- The purposeful integration of media in teaching in accordance with the school media policy
- The inclusion of media use in the teaching programme in accordance with the media programme
- The drawing up of a work programme for the specific requirements of the syllabus.

EXAMPLE OF A WORK PROGRAMME

WORK PROGRAMME 5/1989 : CURRICULAR MEDIA USE

DATE COMPILED : 1989.03.06

OBJECTIVE	TEACHERS INVOLVED	WORK PROCEDURE	DATE	
			Commence	Complete
1. Purposeful integration of media into lessons	Heads of department, subject representatives	1.1 Subject policy Analyse existing subject policy during subject meetings and determine into which aspects media use can be integrated. Plan application.		
	Teachers	1.2 Integrating media into a lesson During subject meetings, discuss the planning for integrating the media into a lesson and using media in one or more phases of a lesson. Plan application.		
	Media committee	1.3 Evaluation and co-ordination Evaluate progress made, arrange for results to be shared with colleagues (subject and/or staff meetings) and plan for the expansion and co-ordination of curricular media use.		
2. To develop and apply media skills in a specific subject/phase	Teachers	2.1 Subject media skills 2.1.1 Identify media skills that are specific to the subject.		
	Media teacher	2.1.2 Determine which media skills pupils have already mastered through the teaching of Media User Guidance.		
	Both	2.1.3 Select the medium/media for the purpose of developing and applying skills, e.g. for differentiation (group work) in the classroom and for assignments.		
	Heads of department	2.1.4 Give constant guidance at subject meetings and individually and report to media committee.		
	Media committee	2.2 Co-ordination and evaluation Study reports, evaluate and co-ordinate together with 1.3 above.		

5.2.2.2 Subject stock

An adequate and functional subject stock is a prerequisite for the purposeful use of media in the different subjects (par. 3.4). In accordance with the school media policy (par. 2.3.3.3 (4)), the media programme (par. 2.4.3.2) and the work programmes, teachers are to be involved in the extension of the subject stock (par. 2.4.3.3 (2)) and information retrieval in the media centre (par. 2.4.3.3 (3)).

During subject meetings, heads of department and subject representatives are to plan the involvement of teachers in the provision of stock and information retrieval according to subject needs (par. 3.4.6.2). In this process the teacher becomes familiar with the stock so that planning the integration of media into lessons and assignments may be based on the media available.

5.2.2.3 Use of available media services

Teachers should use the alphabetical subject catalogue to determine which sources are available for given topics, draw up source lists (par. 3.4.6.2 (c) and 4.1.4.6) and arrange to have the stock made available (par. 4.2.5.1) after having made use of the information and consultation services offered by the media teacher (par. 4.4.3.3 - 4.4.3.7).

5.2.2.4 Incorporating the *Programme for Media User Guidance*

The teacher is to determine which media and information skills have already been mastered by pupils in a given standard and plan, together with the media teacher, how these skills may be incorporated during media use in the classroom (par. 5.1.3.2 and 5.1.4).

5.2.3 Guidelines on integrating media into a lesson

5.2.3.1 In the process of formulating lesson objectives and selecting lesson content, the teacher should bear in mind both the pupils' abilities and the educational media that she/he will need to achieve her/his objectives.

5.2.3.2 The teacher should select the media she/he wishes to use from the *source list* (par. 3.4.6.2 (c)) according to their *characteristics* (par. 3.4.2) *potential uses* (par. 3.4.3.3) and the *media and information skills* which the pupils have already mastered (par. 5.1.3.2 and 5.1.4).

5.2.3.3 The teacher decides when media is to be used, e.g.:

- As an introduction to a lesson
- To convey factual information
- For the development of certain media skills (visual, auditive, audio-visual, or the processing, systematising and presentation of information)
- For differentiation (e.g. group work)
- For consolidation of a lesson
- To supplement or enrich the syllabus
- For creative self activity
- For correlation with other subjects.

5.2.3.4 The teacher plans how media will be used in the lesson, e.g.

- To stimulate interest
- To correlate with previous knowledge, skills and learning experience
- By setting problems
- By presenting new learning content, cognitive, effective or psychomotor
- By drilling and applying knowledge
- To form attitudes
- To develop skills
- To develop critical thinking
- To find, to process and to present information independently (par. 5.2.4)
- To test insight
- To present, through the use of a variety of media, involving as many senses as possible, those learning opportunities and experiences, that will equip pupils with the ability to cope with the demands created when dealing with mass information and technological advances.

5.2.3.5 The teacher evaluates the lesson continuously during the presentation, and when it is over, by asking questions such as the following:

- Have the aims been achieved?
- Did the media used contribute to this?
- Were the appropriate media selected?
- Were the media used correctly and at the right stage?
- Did the media provide opportunities for pupil participation?
- Were the objectives of the assignments achieved (par. 5.2.4)?
- Were pupils provided with feedback on their achievements?

5.2.4 Guidelines on assignments for pupils

5.2.4.1 While planning for the integration of media in a lesson, the teacher should also plan assignments for pupils.

5.2.4.2 The teacher decides what the nature and scope of the assignment is going to be, e.g.:

- Question and answer to look up facts
- A simple assignment on a specific subject for group or class discussion, notes for oral work, presentation of facts in writing or by some other means
- Short meaningful assignments, aimed at the development of specific media and information skills
- Assignments aimed at the use of a variety of media, taking into account the skills pupils have already mastered
- More comprehensive assignments on a wide topic, subdivided into aspects for the purpose of developing reading comprehension skills, listening and observations skills, the skill of systematising and presenting in a given form (e.g. written, oral, graphic, on tape, slides or slide-sound-programme) or according to own choice
- Differentiated assignments to cover a given subject or aspect of the syllabus by self-study and sharing with fellow pupils
- Reading assignments to supplement textbooks in order to stimulate meaningful class and group discussions
- Assignments aimed at the use of specific reference works, e.g. different kinds of dictionaries, atlases, concordances, etc. - from elementary to advanced.

5.2.4.3 The teacher provides the assignment, the source list and complete instructions in writing so that the pupils know exactly what to do, what the scope should be and when it should be completed (short assignments, integrated into classroom work should be given precedence).

5.2.4.4 The teacher gives guidance throughout in collaboration with the media teacher, and allows sufficient time for the pupils to complete the assignment in the media centre and/or at home.

5.2.4.5 The teacher evaluates the assignments, gives constructive guidance, and motivates pupils to find information independently, to master it, to judge critically and to form their own opinion.

5.2.5 In-service training

The use of the media centre and educational media is either clearly mentioned or implied in syllabuses. Educational media is used during the presentation of lectures at orientation and regional courses. Guidance on the integration of media in subject teaching is also given.

Through displays of educational media available to teachers and pupils and the provision of bibliographies and occasional lists during courses, teachers should be kept informed of the stock available to them.

Superintendents of Education : Academic evaluate media use during professional visits and give guidance where needed.

5.2.6 Evaluation of curricular media use

Evaluation of the results achieved through media use should take place during subject meetings and further implementation of media use should be planned. Heads of department and subject representatives should report to the media committee which arranges for report backs at staff meetings. The general work programme and procedures for media use should also be evaluated and adapted where necessary.

5.3 EXTRA-CURRICULAR MEDIA USE

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5.3.1 Introduction

The aim of the media centre and media use, namely 'to equip pupils with the skills and motivation to use media productively and meaningfully in school, at home and later in adult life' (par. 1.1.2.3), cannot be achieved if only curricular media use is deemed necessary. In fact, if pupils are stimulated and equipped by curricular media use to use media independently, extra-curricular and personal media use ought to be a natural outcome.

The involvement of teachers responsible for extra-curricular activities to provide for these requirements of pupils is envisaged in the infra-structure for media use (par. 5.2.1). Extra-curricular media use is especially relevant in the promotion of the media centre, media stock and media services (par. 4.3). Information and consultation services for pupils (par. 4.4.2) who wish to use media for their own purposes and interests are also provided by the media teacher.

To ensure that the extra-curricular and personal media requirements of pupils are given attention, the media committee is required to make provision for this in the school media policy (par. 2.3.3.5 (3)) incorporate it into the media programme (par. 2.4.3.2), and draw up a work programme (see example on page 90) to be implemented.

5.3.2 Guidelines on planning extra-curricular media use

5.3.2.1 Extra-curricular activities : organised sport and cultural activities

(1) List the above-mentioned activities and the teachers responsible.

(2) Formulate the media use aims for specific activities, e.g.:

- Sport : to demonstrate certain techniques / to motivate pupils to read about and look at the achievements of well-known sportsmen and women.
- Debating/maths olympiads/radio quizzes, etc: to provide the required sources for research and preparation.
- Cultural activities : to read about, or look at or produce media for specific programmes to be presented.

(3) Draw up a list of priorities of the activities to be included in the work programme for extra-curricular media use.

(4) Ensure that sources are available for the topics accorded priority.

(5) Make substantiated recommendations for the systematic extension of the media stock to provide for extra-curricular needs.

(6) Plan for the intended use of media and make the required arrangements with the media teacher, e.g. the showing of a video programme; reading or research assignments; production of transparencies/audio tapes/slide-sound programmes; displays.

EXAMPLE OF A WORK PROGRAMME

WORK PROGRAMME 6/1989 : EXTRA-CURRICULAR MEDIA USE

DATE COMPILED : 1989.05.29

OBJECTIVE	TEACHERS INVOLVED	WORK PROCEDURE	DATE	
			Commence	Complete
1. To make provision for pupils' needs in extra-curricular media use	Media committee	1.1 Discuss need for and possibilities of extra-curricular media use by pupils.		
	Teachers responsible for sport and cultural activities	1.2 Identify needs and plan extra-curricular media use systematically (refer to Guidelines... par. 5.3.2), decide on one or more kinds of sport and/or cultural activities.		
	Media teacher Assistant media teacher	1.3 Teachers concerned and media teachers exploit possibilities for specific activities and report back.		
2. To make provision for personal needs and interests of pupils in media use	Media committee	2.1 Identify personal needs and interests of pupils for media use, discuss ways of motivating pupils to use media independently for their own needs and make suggestions to provide systematically for needs.		
	All teachers Media teacher Assistant media teacher	2.2 Discuss suggestions during staff meeting and determine priorities.		
	Media committee	2.3 Compile guidelines for provision of personal media needs of pupils. Evaluate progress made and co-ordinate where necessary.		

5.3.2.2 Personal requirements and interests of pupils

(1) Encourage teachers to motivate pupils to use media independently, to provide for personal requirements and interests, and to provide individual pupils with advice and guidance.

(2) Keep the media teacher informed of the needs of the pupils so that the information required and consultation services can be provided.

(3) Ensure that the media teacher motivates pupils during the course of Media User Guidance to select and use media to provide for their personal needs.

(4) Assist the media teacher in organising visits to the local public library and other information centres as part of the educational excursions in the school programme.

(5) Arrange for the media teacher and/or the teachers involved to inform the media committee of pupils who are avid media users or who have notable achievements to their credit, for possible introduction to fellow pupils, or all pupils for the purpose of encouraging media use for personal interests.

(6) Involve parents in motivating pupils by emphasising during parents' evenings or in the course of individual discussions the importance of independent media use at home.

5.3.3 Evaluation of extra-curricular media use

The media committee should evaluate the degree of success in achieving the aims set for planned extra-curricular media use and note the nature and scope of spontaneous extra-curricular and personal media use. If the results are unfavourable, the media committee should scrutinise the teaching of Media User Guidance and curricular media use for possible flaws in the development of media and information skills and lack of interest which inhibits extra-curricular and personal media use.

oooOooo

ANNEXURES A – D

ANNEXURE A : FORM FOR THE PLANNING OF A MEDIA PROGRAMME

SCHOOL MEDIA POLICY		SCHOOL MEDIA PROGRAMME	
COMPONENT	SUB-DIVISION	OBJECTIVES FOR COMPILING WORK PROGRAMMES	DATE
1. Professional management of the media centre	1.1 Media committee		
	1.2 Media policy		
	1.3 Media programme		
2. Planning for the functioning of the media centre	2.1 Media staff		
	2.2 Media budget		
	2.3 Media facilities		
	2.4 Media stock		
	2.5 Organisation of the media stock		
3. Planning for the provision of media services for media use	3.1 Information retrieval		
	3.2 Making stock available		
	3.3 Promotion of the media centre		
	3.4 Information and consultation services		
	3.5 In-service training and guidance		
4. Planning for media use	4.1 Media User Guidance		
	4.2 Curricular media use		
	4.3 Extra-curricular media use		

ANNEXURE B : FORM FOR THE PLANNING OF WORK PROGRAMMES

OBJECTIVE	TEACHERS INVOLVED	WORK PROCEDURE	DATE	
			Commence	Complete

ANNEXURE C : EXAMPLE OF HOW CRITERIA ARE MADE AVAILABLE TO TEACHERS FOR THE EVALUATION OF STOCK

1. Make photocopies of pp 33 to 40.

2. Adapt to evaluation form according to example for non-fiction on p. 95

2.1 Provide a space at the top for author, title and price.

2.2 Provide a column in the righthand margin for evaluation to be done by filling in Yes or No opposite each sub-division.

2.3 Provide a space at the bottom for potential uses. (p. 32).

2.4 Add name, date and recommendation at the bottom of page.

3. Adapt criteria for other kinds of media to evaluation forms.

EXAMPLE OF EVALUATION FORM FOR NON-FICTION

2.1

Author: **Price:** **Title:**	
NON-FICTION (including ready reference works)	
Aim: **Target group:**	2.2
Content: ° Choice of material satisfactory ° Information correct ° Information and interpretation of facts presented with objectivity ° Information relevant ° Information up to date as far as possible ° Ethical bias acceptable	
Presentation: ° Planning and layout effective, e.g. division of material and provision of headings promote comprehension and facilitate retention of information. ° Illustrations such as photographs, drawings, maps and diagrams appropriately used with relevant text. ° Illustrations convey information effectively. ° Quality of illustrations satisfactory. ° Illustrations suited to age group. ° Type-face and spacing of print suitable for age group ° Style and vocabulary suited to age group. ° Language and quality of writing up to standard. ° Style fluent, interesting, clear and concise. ° Translation satisfactory (if applicable). ° Explanation of subject terms satisfactory. ° Presentation interesting and original. ° Table of contents gives good outline of contents. ° Alphabetical index simplifies search for information. ° Source list useful for finding additional information. ° Effective glossary of unknown words/ideas	
Technical quality: ° Page layout and type-face attractive and legible ° Format suitable for age group ° Quality of binding acceptable ° Quality of paper acceptable	
Medium: Choice of medium not applicable to books	
Potential uses	

2.3

2.4 **Name:** **Recommendation:**
Date:

ANNEXURE D : FORM FOR COMPILING A SOURCE LIST

SUBJECT: ..... STD: .....

THEME/TOPIC: .....

PARTICULARS OF MEDIA			TYPES OF MEDIA IN MEDIA CENTRE												MEDIA OUTSIDE THE SCHOOL		
AUTHOR	TITLE	LOCATION NUMBER	Books	Periodicals	Film	Gramophone records	Cassettes	Multi-media kits	Pamphlets	Pictures	Slides	Filmstrips	Transparencies	Video pro-grammes	Education Library	National Film Library	Other: Museums, etc.
				P	FI	GR	CA	MU	PA	PI	SL	FS	TR	VI			

LIST OF TED PUBLICATIONS

1. Catalogue of the media centre, 1988
2. The administration of the media centre : Information Guide no 8, 1980
3. Manual for general school organisation
4. Manual for preprimary education
5. Manual for primary education
6. Manual for secondary education
7. Manual for specialized education
8. Manual for timetable planning in the secondary school
9. Manual for timetable construction in the primary school
10. Manual on the control of stock and equipment for heads of educational institutions
11. Media Guide (5 issues per annum)
12. Programme for Media User Guidance in the school media centre, 1979
13. Orientation course in educational media : pre-primary schools, 1986
14. Orientation Course in educational media : primary schools, 1984
15. Orientation Course in educational media : secondary schools, 1984
16. Video and the computer in education, 1986

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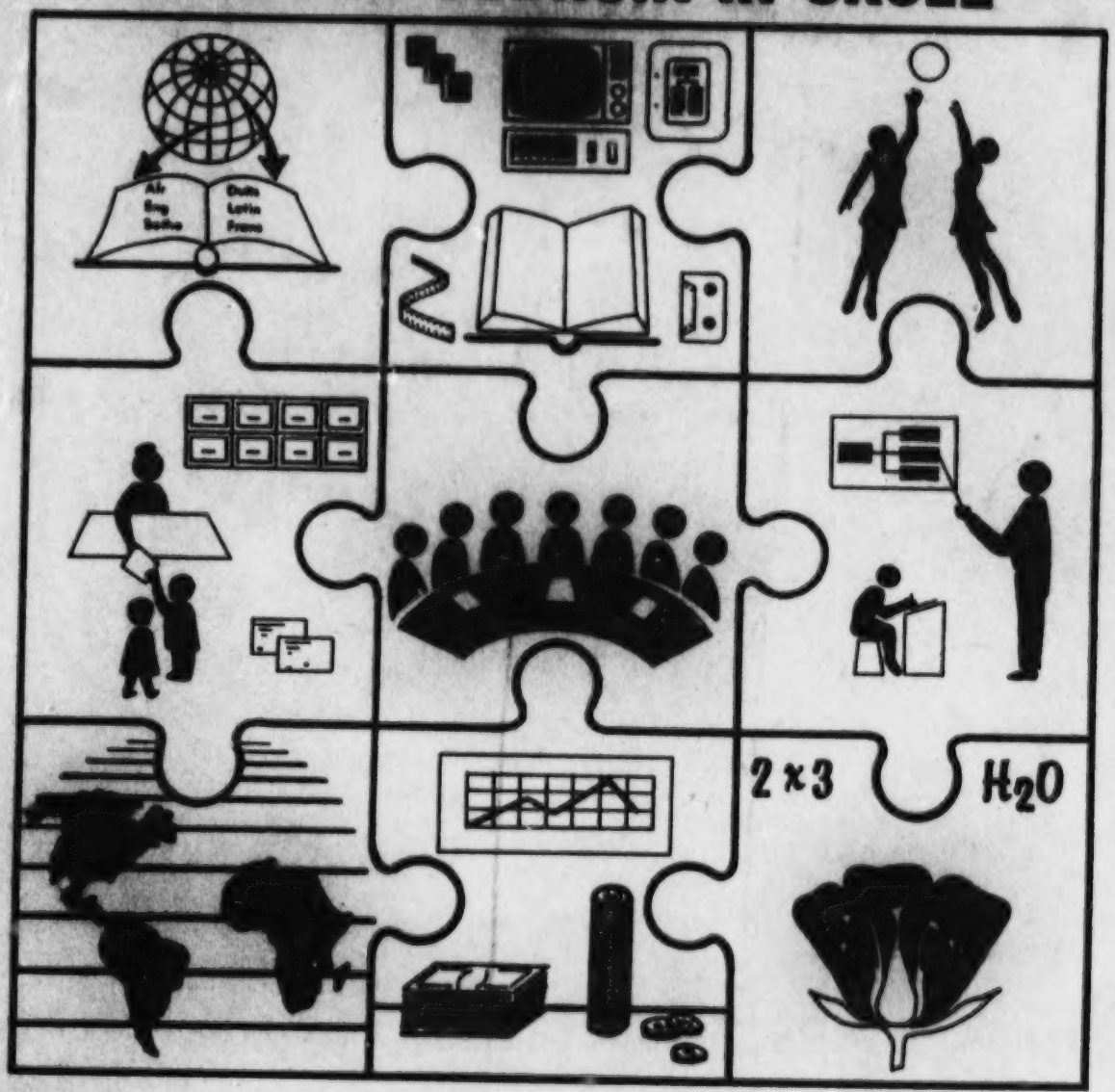
DEPARTEMENT VAN ONDERWYS EN KULTUUR

ADMINISTRASIE: VOLKSRAAD

INLIGTINGSTUK VIR MEDIASENTRUMS EN MEDIAGEBRUIK IN SKOLE



TRANSVAALSE ONDERWYSDEPARTEMENT

1989

INLIGTINGSTUK VIR MEDIASENTRUMS EN MEDIAGEBRUIK IN SKOLE

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HOOFSTUK 1

DIE DEPARTEMENTELE BELEID VIR MEDIASENTRUMS EN MEDIAGEBRUIK

1.1	**Doel van inligtingstuk**	1
1.2	**Gebruik van inligtingstuk**	1

1.1 DOEL VAN INLIGTINGSTUK

Die doel van hierdie inligtingstuk is om aan hoofde en die lede van die mediakomitee leiding in die implementering van die departementele mediabeleid te gee. Die inligtingstuk sluit aan by die *Handleiding vir Algemene Skoolorganisasie* (1986), hoofstuk 37 : *Die Onderwysmediadiens*. In paragraaf 37.1 word die departementele beleid vir en die doelstellings met mediasentrums en mediagebruik soos volg omskryf:

1.1.1 Beleid

1.1.1.1 "Elke skool behoort 'n mediasentrum in te rig en dit doelgerig met die opvoedkundige program te integreer.

1.1.1.2 Die doeltreffende gebruik van onderwysmedia en die funksionering van die mediasentrum word deur die mediakomitee onder leiding van die hoof of adjunk-hoof beplan, sodat alle onderwysers en leerlinge daarby kan baat" (par. 37.1.1).

1.1.2 Doelstellings

1.1.2.1 "Om dinamiese en doeltreffende mediadienste te voorsien wat die kurrikulum met 'n verskeidenheid media vir onderrig en leer ondersteun en verryk.

1.1.2.2 Om die persoonlike en verstandelike vorming van elke leerling tot sy volle potensiaal te help bevorder deur beplande en doelgerigte leiding in mediagebruik.

1.1.2.3 Om leerlinge te motiveer en toe te rus met die vaardighede om media produktief en sinvol in die skool, tuis en later as volwassenes te gebruik" (par. 37.1.2).

1.2 GEBRUIK VAN INLIGTINGSTUK

Die implementering van die Departementele mediabeleid maak deel uit van die professionele bestuurstaak van die hoof. In paragraaf 2.1 word die komponente van die professionele bestuur van die mediasentrum en mediagebruik uiteengesit en in par. 2.2 word aan die samestelling en funksionering van die mediakomitee aandag gegee.

'n Voorbeeld van 'n skoolmediabeleid volg in par. 2.3, in par. 2.4 word leiding in die beplanning van die mediaprogram en werkprogramme vir die implementering daarvan gegee. Die belangrikheid van spanwerk vir suksesvolle implementering geniet deurgaans aandag.

In hoofstukke 3,4 en 5 word 'n oorsig gebied van die spektrum wat media-sentrums en mediagebruik dek en tersaaklike inligting gegee.

oooOooo

HOOFSTUK 2

DIE PROFESSIONELE BESTUUR VAN DIE MEDIASENTRUM EN MEDIAGEBRUIK

2.1 DIE KOMPONENTE VAN DIE PROFESSIONELE BESTUUR VAN MEDIASENTRUMS EN MEDIAGEBRUIK

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2.1.2	**Die mediasentrum**	3
2.1.3	**Mediadienste**	3
2.1.4	**Mediagebruik in die skool**	4

2.1.1 Die skoolmediabeleid en -program sluit in:

2.1.1.1 Bepaling van die *behoeftes van die gebruikers*, onderwysers en leerlinge.

2.1.1.2 Opstel van die *skoolmediabeleid* as integrale deel van die skoolbeleid met inagneming van eie omstandighede en geïdentifiseerde behoeftes (par. 2.3)

2.1.1.3 Opstel van 'n *mediaprogram* vir die implementering van die skoolmediabeleid en die integrering daarvan met die skoolprogram (par. 2.4)

2.1.2 Die mediasentrum sluit in:

2.1.2.1 Voorsiening van die nodige *personeel* vir die doeltreffende funksionering van die mediasentrum (par. 3.1)

2.1.2.2 Bepaling van behoeftes vir die opstel van die jaarlikse *mediabegroting* (par. 3.2)

2.1.2.3 Evaluering van bestaande *mediafasiliteite* en beplanning om in die kort- en langtermynbehoeftes te voorsien (par. 3.3)

2.1.2.4 Opbou van 'n funksionele *mediavoorraad* deur volle personeelbetrokkenheid (par. 3.4)

2.1.2.5 Doeltreffende *organisering* van die mediavoorraad (par. 3.5)

2.1.3 Mediadienste sluit in:

2.1.3.1 *Ontsluiting van inligting* in die mediasentrum deur die onderwerpkatalogus, bronnelyste en uitstallings (par. 4.1)

2.1.3.2 *Beskikbaarstelling* van die mediavoorraad aan die gebruikers (par. 4.2)

2.1.3.3 *Bekendstelling* van die mediasentrum en mediadienste ter bevordering van mediagebruik (par. 4.3)

2.1.3.4 Voorsiening van *inligting- en konsultasiedienste* aan onderwysers en leerlinge (par. 4.4)

2.1.3.5 Bywoning van *indiensopleidingkursusse* en die opstel van 'n *voorligtingprogram* vir die personeel oor aspekte van mediagebruik wat as 'n behoefte geïdentifiseer is (par. 4.5)

2.1.4 Mediagebruik in die skool sluit in:

2.1.4.1 Onderrig van *Mediagebruikersleiding* in vaste onderrigperiodes vir die senior primêre en junior sekondêre skoolfase *in die mediasentrum*, en vir die junior primêre skoolfase, spesiale klasse en die senior sekondêre skoolfase *in die klaskamer* (par. 5.1).

2.1.4.2 *Integrering van media* met klas- en vakonderwys as deel van die vakbeleid en die gebruik van media in 'n les en vir werkopdragte (par. 5.2).

2.1.4.3 *Buitekurrikulêre gebruik* van media vir sport, ontspanning, kulturele aktiwiteite en persoonlike behoeftes en belangstellings van leerlinge (par. 5.3).

2.2 DIE MEDIAKOMITEE

2.2.1	**Doelstelling van die mediakomitee**	4
2.2.2	**Samestelling en funksionering van die mediakomitee**	4
2.2.3	**Funksies van die mediakomitee**	5

2.2.1 Doelstelling van die mediakomitee

In die departementele beleid (hfst. 1) word bepaal dat die mediakomitee "die doeltreffende gebruik van onderwysmedia en die funksionering van die mediasentrum" onder leiding van die hoof of adjunk-hoof beplan. Die doel van die mediakomitee is om die hoof in die professionele bestuur van al die komponente van die mediasentrum en mediagebruik in die skool by te staan.

2.2.2 Samestelling en funksionering van die mediakomitee

2.2.2.1 Die mediakomitee behoort so saamgestel te word dat alle vakke en skoolfases, asook kulturele en ander aktiwiteite, verteenwoordig word. Die getal lede word deur die grootte van die skool en die omvang van aktiwiteite bepaal.

2.2.2.2 Die hoof as professionele leier is die voorsitter van die mediakomitee met die adjunk-hoof as sekundus. Die departementshoofde vir vakke en skoolfases, vakverteenwoordigers, die media-onderwyser en 'n assistent-media-onderwyser is vanselfsprekend lede. In kleiner skole behoort die hele personeel die mediakomitee te vorm.

2.2.2.3 In groter skole kan ook subkomitees vir bepaalde projekte benoem word. Sodoende kan personneellede wat spesifiek in mediagebruik en die mediasentrum belangstel of 'n besondere aanleg het, bv. in kuns, fotografie, of voordragkuns, ook betrek word en die verantwoordelikheid gedeel word.

2.2.2.4 Die mediakomitee vergader minstens een keer per kwartaal en bepaal datums vir vergaderings op die skoolprogram. Die gebruiklike prosedures vir vergaderings word gevolg.

2.2.3 Funksies van die mediakomitee

Die mediakomitee is verantwoordelik vir die professionele bestuur van die mediasentrum en mediagebruik onder leiding van die hoof. Die mediakomitee sal vir die volgende verantwoordelik wees:

2.2.3.1 *Bepaal* die skoolmediabeleid as deel van die skoolbeleid (par. 2.3)

2.2.3.2 *Beplan* die mediaprogram waarin vir elk van die komponente van die professionele bestuur van die mediasentrum en mediagebruik voorsiening gemaak word (par. 2.4)

2.2.3.3 *Delegeer* verantwoordelikheid vir die bestudering van bepaalde komponente of onderafdelings (hoofstukke 3, 4 en 5) aan lede van die mediakomitee vir die opstel van werkprogramme (par. 2.4)

2.2.3.4 *Koördineer* die werkprogramme tydens 'n vergadering en bepaal prioriteite vir implementering op die jaarprogram (par. 2.4)

2.2.3.5 *Beheer* al die aktiwiteite en reël vir gereelde terugvoering tydens vergaderings

2.2.3.6 *Evalueer* die professionele bestuur van die mediasentrum en mediagebruik.

2.3 DIE SKOOLMEDIABELEID

2.3.1	**Inleiding**	**5**
2.3.2	**Komponente van die skoolmediabeleid**	**6**
2.3.3	**Voorbeeld van 'n skoolmediabeleid**	**6**
2.3.4	**Evaluering van die skoolmediabeleid**	**10**

2.3.1 Inleiding

Beleid is 'n verklaring van voorneme van *wat beoog word* of wat die *doelstellings* met 'n bepaalde handeling of optrede is. In die skoolmediabeleid bepaal die mediakomitee die skool se voornemens vir die implementering van die departementele beleid vir die mediasentrum en mediagebruik (par. 2.2).

2.3.2 Komponente van die skoolmediabeleid

In die skoolmediabeleid word vir die verskillende komponente van die professionele bestuur van die mediasentrums en mediagebruik voorsiening gemaak. Ter illustrasie word 'n voorbeeld van 'n skoolmediabeleid vir groter skole hieronder gegee. Die *voorbeeld is nie voorskriftelik nie* en behoort by die omstandighede en behoeftes van elke skool aangepas te word. Die mediabeleid behoort nie besonderhede te bevat nie; interne prosedures kan as bylae aangeheg word.

Die verwysing na paragrawe in die voorbeeld dui aan waar die mediakomitee verdere inligting kan bekom.

2.3.3 Voorbeeld van 'n skoolmediabeleid

2.3.3.1 DOELSTELLING

Om die departementele mediabeleid deur die volgende te implementeer:

- *Die inrigting van 'n funksionele mediasentrum vir die doeltreffende gebruik van onderwysmedia in die skool.*
- *Die benoeming van 'n mediakomitee wat onder leiding van die hoof die beleid van die skool vir die onderskeie komponente bepaal en op skrif stel.*
- *Die integrering van die skoolmediabeleid met die skoolbeleid.*

2.3.3.2 DIE PROFESSIONELE BESTUUR VAN DIE MEDIASENTRUM

(1) ***Die mediakomitee*** *(par. 2.2)*

'n Mediakomitee wat onder leiding van die hoof funksioneer, word vir die professionele bestuur van die mediasentrum en van mediagebruik saamgestel. Die mediakomitee stel die skoolmediabeleid en die mediaprogram vir die implementering van die beleid op.

Die mediakomitee word deur die hoof benoem en bestaan uit:

'n Adjunk-hoof (wat ook as sekundus vir die hoof optree)
Departementshoofde
Spesifieke vakverteenwoordigers
Die media-onderwyser; en
assistent-media-onderwyser

Assistent-media-onderwysers en ander belangstellende onderwysers word in subkomitees benoem om bepaalde projekte onder leiding van die media-onderwyser te onderneem.

Die funksies van die mediakomitee is om die hoof in die professionele bestuur van die mediasentrum en mediagebruik by te staan asook in die beplanning, koördinering en beheer van elke komponent en onder-afdeling van die skoolmediabeleid.

'n Interne prosedure vir die funksionering van die mediakomitee word opgestel.

(2) ***Die skoolmediaprogram*** *(par. 2.4)*

'n Mediaprogram vir die implementering van die mediabeleid word elke ses maande opgestel en met die skoolkurrikulum geïntegreer. Werkprogramme word beplan en met die skoolprogram geïntegreer.

(3) ***Evaluering van skoolmediabeleid en -program***

- *Die skoolmediabeleid word geëvalueer namate mediagebruik vorder sodat dit by veranderde behoeftes van onderwysers en leerlinge aanpas (par. 2.3.4).*
- *Die skoolmediaprogram en werkprogramme vir die uitvoering daarvan word geëvalueer om vordering te bepaal en programme betyds aan te pas (par. 2.4.4).*

2.3.3.3 *DIE BEPLANNING VIR DIE FUNKSIONERING VAN DIE MEDIASENTRUM*

(1) ***Mediapersoneel*** *(par. 3.1)*

By die funksietoewysing aan personeel word 'n media-onderwyser voltyds afgesonder vir die mediasentrum en is hy aan die hoof en die mediakomitee verantwoordelik. Assistent-media-onderwysers word benoem om onder leiding van die media-onderwyser vir spesifieke pligte verantwoordelikheid te neem. Die pligte word op hulle pligstate aangedui as buitemuurse aktiwiteite. Administratiewe hulp word sover moontlik gegee.

Leerlinghelpers is in die mediasentrum behulpsaam en word as toekomstige leerlingleiers opgelei. Aandag word aan die toewysing van pligte en verantwoordelikhede aan leerlinge gegee, 'n diensrooster word opgestel en beheer word uitgeoefen. Ouerhelpers word vir administratiewe werk onder leiding van die media-onderwyser gebruik.

(2) ***Mediabegroting*** *(par 3.2)*

In die skoolbegroting word vir die behoeftes van die mediasentrum voorsiening gemaak, sodat die mediasentrum oor die nodige voorraad en fasiliteite vir kurrikulêre en buite-kurrikulêre mediagebruik kan beskik.

(3) ***Mediafasiliteite*** *(par. 3.3)*

Die fisiese vereistes om die mediasentrum en die klaskamers vir doeltreffende mediagebruik toe te rus word by beplanning vir fasiliteite gehanteer.

(4) ***Mediavoorraad*** *(par 3.4)*

Alle onderwysers behoort die voorraad vir hulle vakke/klasse te ken en hulp aan die media-onderwyser te verleen deur die voorraad volgens sillabusbehoeftes te analiseer. Hulle identifiseer leemtes in die voorraad en raadpleeg die Mediagids vir gemotiveerde aanbevelings vir die uitbou van die voorraad. Die evalueringskriteria vir elke medium word vir die selektering van mediavoorraad vir aankope gebruik. Prioriteite vir besteding van fondse word gestel sodat in aktuele behoeftes voorsien kan word.

Die vervaardiging van transparante, klankopnames en skyfieklankprogramme en die opbou van pamflet- en ander versamelings word beplan nadat leemtes in die voorraad geïdentifiseer is.

Die leen van oudiovisuele programme van die Onderwysbiblioteek en die Nasionale Filmoteek word volgens 'n vaste prosedure gehanteer.

(5) ***Organisasie van die mediavoorraad*** *(par. 3.5)*

Die instandhouding van die organisasie van die mediavoorraad word deur die mediakomitee beplan en die media-onderwyser, ander mediapersoneel en leerlinghelpers word in die uitvoering van hulle pligte ondersteun.

(6) ***Evaluering van die funksionering van die mediasentrum***

Die mediakomitee evalueer die doeltreffendheid van die funksionering van die mediasentrum deur vraelyste wat onderwysers en leerlinge invul.

2.3.3.4 ***VOORSIENING VAN MEDIADIENSTE VIR MEDIAGEBRUIK***

(1) ***Ontsluiting van inligting in die mediasentrum*** *(par. 4.1)*

Die ontsluiting van inligting in die mediasentrum word volgens onderwerp, outeur en titel in die onderwerpkatalogus gedoen. Afgerolde kataloguskaarte word van die Onderwysmediadiens aangevra.

Inligting word verder deur bronnelyste, leeslyste en uitstallings ontsluit.

(2) ***Beskikbaarstelling van mediavoorraad aan gebruikers*** *(par. 4.2)*

Die mediasentrum is daagliks voor skool, gedurende pouses en in die namiddag vir gebruik oop. Alle leerlinge mag voorraad leen, ook die leerlinge van die junior primêre skoolfase sodra hulle verantwoordelikheid vir 'n lening kan aanvaar.

Die onderwysers gebruik die mediasentrum en die onderwysersnaslaanversameling, insluitende die voorraad wat sentraal verskaf is.

Oudiovisuele apparatuur is vir klaskamergebruik beskikbaar. Uitlening moet vroegtydig gereël word. Leerlinge mag apparatuur onder toesig van die onderwyser in die klaskamer, en die media-onderwyser in die mediasentrum, gebruik.

Interne leenprosedures en 'n mediasentrumrooster word vir die gebruikers opgestel.

(3) ***Bekendstelling van mediasentrum, mediavoorraad en mediadienste*** *(par. 4.3)*

Die mediasentrum en mediadienste word aktief aan leerlinge, onderwysers en ouers bekend gestel deur kennisgewings, duidelike aanwysings, plakkate, die skoolkoerant, bronne- en leeslyste, uitstallings, kompetisies, demonstrasies, boekvoorlesings, oueraande, funksies of ander inisiatiewe vir fondsinsameling. Bekendstellingaktiwiteite word met die skoolprogram geïntegreer.

(4) ***Inligting- en konsultasiedienste in die mediasentrum aan onderwysers en leerlinge*** *(par. 4.4)*

Die media-onderwyser bied met die ondersteuning van die mediakomitee professionele inligting- en konsultasiedienste deur uitreiking na gebruikers, die skep van 'n aangename atmosfeer en dienslewering volgens hulle behoeftes.

(5) ***Indiensopleiding en voorligting in mediagebruik*** *(par. 4.5)*

Die bywoning van indiensopleidingkursusse (oriënterings- en streek-) in mediagebruik word deur die mediakomitee beplan. Die mediakomitee reël vir terugrapportering aan hulle en vir oordrag van kursusinhoud aan die res van die personeel.

Werksessies en ander indiensopleidinggeleenthede word selektief benut sodat soveel personeellede moontlik 'n beurt vir bywoning kry. Die behoefte aan werksessies word geïdentifiseer en by die Onderwysmediadiens aanhangig gemaak.

'n Program vir voorligting in verskillende aspekte van mediagebruik word opgestel en in die mediasentrum aangebied. Nuwe personeel kry stelselmatig voorligting sodat hulle by die skoolmediaprogram kan inskakel.

(6) ***Evaluering van mediadienste vir mediagebruik***

Die mediakomitee stel kriteria op vir die evaluering van die mediadienste deur die gebruikers, sowel onderwysers as leerlinge. Leemtes word geïdentifiseer en prioriteite bepaal vir die verbetering van spesifieke mediadienste.

2.3.3.5 MEDIAGEBRUIK

(1) ***Onderrig van Mediagebruikersleiding vir ontwikkeling van inligting- en mediavaardighede*** *(par. 5.1)*

- *Mediagebruikersleiding word in die junior primêre skoolfase en spesiale klasse met die klasonderwys geïntegreer. Bloklenings vir die mediahoekie in elke klaskamer word gemaak. Die onderwyseresse behoort die voorraad te ken en aan voorraadbou deel te neem. Hulle werk saam met die media-onderwyser i.v.m. bloklenings, periodieke besoeke aan die mediasentrum en leiding aan leerlinge om self boeke uit te neem.*
- *Een periode per week word vir elke klas in die senior primêre en junior sekondêre skoolfase vir die onderrig van Mediagebruikersleiding op die rooster voorsien. Die betrokke onderwysers werk saam met die media-onderwyser in die stelselmatige ontwikkeling van mediavaardighede in die mediasentrum en die toepassing daarvan in die klaskamer waar bloklenings gebruik word.*
- *Onderwysers in die senior sekondêre skoolfase behoort saam met die media-onderwyser te reël vir een of meer klasbesoeke per kwartaal aan die mediasentrum gedurende 'n vakperiode. Inligting- en mediavaardighede word deur praktiese toepassing in die mediasentrum verder ontwikkel. Werkopdragte word beplan met inagneming van beskikbare voorraad, belangstelling en aanleg van leerlinge, sodat gedifferensieer kan word.*

(2) ***Kurrikulêre mediagebruik*** *(par. 5.2)*

Dit is beleid dat onderwysers 'n verskeidenheid media in die onderrig gebruik en dat media doelgerig geselekteer en met lesse geïntegreer word.

Departementshoofde gee by vakvergaderings leiding in die gebruik van media in die verskillende lesfases en in die keuse en hantering van werkopdragte aan leerlinge. Ervarings van effektiewe mediagebruik word onderling gedeel en by mediakomitee- en personeelvergaderings bespreek.

(3) ***Buitekurrikulêre mediagebruik*** *(par. 5.3)*

Die mediakomitee en die betrokke onderwysers voorsien ook in die behoeftes vir buitekurrikulêre mediagebruik, bv. sport en ontspanning, kulturele aktiwiteite en persoonlike behoeftes en belangstellings.

(4) ***Prosedures vir mediagebruik***

Interne prosedures vir samewerking met die media-onderwyser in die ontwikkeling van inligting- en mediavaardighede, die selektering van voorraad vir 'n les, 'n werkopdrag of 'n bloklening en die bespreking van tyd op die rooster, word opgestel.

(5) ***Evaluering van mediagebruik***

Lesse in Mediagebruikersleiding en lesse waarin media gebruik word, die doeltreffendheid van die ontwikkeling van inligting- en mediavaardighede, die integrering van onderwysmedia met vakonderwys en buitekurrikulêre mediagebruik word deurgaans geëvalueer.

2.3.4 Evaluering van die skoolmediabeleid

Soos blyk uit die voorbeeld hierbo word elke komponent van die mediabeleid afsonderlik deur die mediakomitee geëvalueer. In die proses behoort leemtes geïdentifiseer te word sodat die skoolmediabeleid jaarliks in sy geheel aan die hand van die doelstellings geëvalueer kan word en die nodige aanpassings gemaak kan word.

2.4 DIE SKOOLMEDIAPROGRAM

2.4.1	**Inleiding**	10
2.4.2	**Prosedure vir die opstel van 'n mediaprogram en werkprogramme**	10
2.4.3	**Voorbeeld van 'n skoolmediaprogram en werkprogramme vir 'n bepaalde jaar**	11
2.4.4	**Evaluering van mediaprogram en werkprogramme**	11

2.4.1 Inleiding

Die mediakomitee stel 'n mediaprogram vir die implementering van die skoolmediabeleid op en integreer die mediaprogram met die jaarprogram van die skool. Die mediaprogram vir byvoorbeeld elke 6 maande bestaan uit verskillende werkprogramme wat op bepaalde datums afgehandel moet word.

2.4.2 Prosedure vir die opstel van 'n mediaprogram en werkprogramme

2.4.2.1 Neem die skoolmediabeleid as uitgangspunt en gebruik 'n vorm (Bylae A) vir die beplanning van die mediaprogram (par. 2.4.3.2).

2.4.2.2 Kyk na elke komponent en onderafdeling van die mediabeleid in die eerste twee kolomme, identifiseer in die derde kolom die behoeftes wat in die mediaprogram aandag moet kry en waarvoor moontlike werkprogramme opgestel behoort te word. Bepaal prioriteite vir implementering en dui die datums daarvolgens in die laaste kolom aan.

2.4.2.3 Integreer die mediaprogram met die jaarprogram van die skool sodat die mediasentrum en mediagebruik deel van die algemene skoolprogram uitmaak en tyd, personeel, fondse, ens. voorsien kan word.

2.4.2.4 Beplan werkprogramme vir die onderafdelings van die komponente wat as prioriteite gestel is en gebruik 'n vorm (Bylae B) daarvoor (par. 2.4.3.3).

- Nommer en identifiseer die onderwerp vir 'n spesifieke werkprogram (par. 2.4.3.3(1) - (3)) en dui die datum waarop dit opgestel is aan.
- Formuleer die doelwit van die werkprogram in die eerste kolom en dui in die tweede kolom aan watter onderwysers betrokke is.
- Beskryf die werkprosedure in die derde kolom en vul die datums vir die aanvang en afhandeling van die werkprogram in die laaste kolom in.

2.4.2.5 Beplan vir die implementering van die werkprogram, kontroleer en evalueer gereeld.

2.4.3 Voorbeeld van 'n skoolmediaprogram en werkprogramme vir 'n bepaalde jaar

2.4.3.1 ***DIE SKOOLMEDIAPROGRAM : INLEIDING***

Met die opstel van die mediaprogram vir die implementering van die skoolmediabeleid vir 1989 het die mediakomitee die behoeftes van die onderwysers en leerlinge wat met die evaluering van die skoolmediabeleid en -program in 1988 geïdentifiseer is, in ag geneem. By die bepaling van prioriteite vir werkprogramme is ook rekening gehou met die wisseling van mediapersoneel (media-onderwyser en 'n assistent- media-onderwyser) en die toename in mediagebruik in 1988.

In die mediaprogram kry al die komponente deurlopend aandag en word in 1989 gekonsentreer op veral die volgende aspekte:

- *Die algemene administrasie en funksionering van die mediasentrum sodat die nodige mediadienste voorsien kan word*
- *Opvolging van Werkprogram 4/1987 en 2/1988 vir die betrokkenheid van personeel by voorraadbou, inligtingontsluiting en vervaardiging van programmatuur*
- *Stelselmatige ontwikkeling van inligting- en mediavaardighede tydens periodes vir Mediagebruikersleiding en noue samewerking tussen klas-, vak- en media-onderwysers vir betekenisvolle mediagebruik*
- *Verdere beplanning vir Werkprogram 3/1988 vir die insluiting van media in die vakbeleid, die integrering van media in 'n les en veral werkopdragte aan leerlinge, sodat leerlinge in soveel vakke moontlik geleentheid kry om mediavaardighede wat bemeester is, toe te pas*
- *Die bepaling van behoeftes vir buitekurrikulêre gebruik.*

2.4.3.2 ***VOORBEELD VAN DIE BEPLANNING VAN 'N MEDIAPROGRAM : IDENTIFISERING VAN BEHOEFTES, bl. 12***

2.4.3.3 ***VOORBEELDE VAN DIE BEPLANNING VAN WERKPROGRAMME, bl. 13 - 15***

2.4.4 Evaluering van mediaprogram en werkprogramme

2.4.4.1 Evalueer die onderskeie werkprogramme volgens die doelwit wat gestel is en die datum van aanvang en afhandeling, en rapporteer by elke mediakomiteevergadering.

2.4.4.2 Evalueer die mediaprogram volgens doelwitte vir werkprogramme gestel en pas dit aan volgens behoefte.

2.4.3.2 *VOORBEELD VAN DIE BEPLANNING VAN 'N MEDIAPROGRAM :- IDENTIFISERING VAN BEHOEFTES*

SKOOLMEDIABELEID		SKOOLMEDIAPROGRAM 1989	
KOMPONENT	**ONDERAFDELING**	**DOELWITTE VIR OPSTEL VAN WERKPROGRAMME**	**DATUM**
1. Professionele bestuur van die mediasentrum	1.1 Mediakomitee	Benoem nuwe lede	± 13 Jan
	1.2 Mediabeleid	Evalueer en pas aan	20 Jan
	1.3 Mediaprogram	Stel op tydens mediakomiteevergadering	20 Jan
2. Beplanning vir die funksionering van die mediasentrum	2.1 Mediapersoneel	Lei nuwe media-onderwyser op, reël met SO(kr) vir besoek van media-adviseur	Jan-Feb
	2.2 Mediabegroting	Bepaal behoeftes	Maart
	2.3 Mediafasiliteite	Handel Werkprogram 5/1988 af	Maart
	2.4 Mediavoorraad	Volg Werkprogramme 4/1987 en 2/1988 op	Volteoi Mei
	2.5 Organisering van die mediavoorraad	Katalogisering : stel werkprogram op Neem voorraad op : werkprogram	Jan - Jun
3. Beplanning vir die voorsiening van mediadienste vir mediagebruik	3.1 Ontsluiting van inligting	Volg Werkprogram 4/1987 en 2/1988 op (sluit aan by 2.4 en 2.5)	
	3.2 Beskikbaarstelling van mediavoorraad	Stel rooster op Stel prosedures op : werkprogram	Jan Einde Maart
	3.3 Bekendstelling van die mediasentrum	Stel werkprogram op en integreer met skoolprogram	Einde Feb
	3.4 Inligting- en konsultasiedienste	Sluit aan by 2.1 en 3.3	
	3.5 Indiensopleiding en voorligting	Indiensopleiding: Vra werksessie aan Stel program op vir bywoning en terugrapportering Gee voorligting aan nuwe onderwysers en aan alle onderwysers in mediagebruik	Jan Volgens datums Feb-Mrt Maandeliks
4. Beplanning vir mediagebruik	4.1 Mediagebruikersleiding	Oriënteer onderwysers t.o.v. Program vir Mediagebruikersleiding Ontwikkel inligting- en mediavaardighede stelselmatig : werkprogram	Feb April
	4.2 Kurrikulêre mediagebruik	Stel prosedures op (sluit aan by 3.4) Volg Werkprogram 3/1988 op Vakvergaderings : Werkopdragte en werkkaarte	Maart
	4.3 Buitekurrikulêre mediagebruik	Doen behoeftebepaling vir 'n werkprogram Stel werkprogram op	Voor einde Mei

Kyk Bylae A vir 'n vorm wat vir die beplanning van 'n mediaprogram benut kan word.

2.4.3.3 VOORBEELDE VAN DIE BEPLANNING VAN WERKPROGRAMME

(1) WERKPROGRAM 1/1989 : PROFESSIONELE BESTUUR VAN DIE MEDIASENTRUM (PAR 2.3.3.2)

DATUM OPGESTEL : 1988.11.11

DOELWIT	ONDERWYSERS BETROKKE	WERKPROSEDURE	DATUM	
			Begin	Voltooi
1. Samestelling en funksionering van mediakomitee	Hoof	1. Benoem lede in die plek van personeel wat poste elders aanvaar het	11 Jan	
		2. Lig nuwe lede kortliks in oor doel en funksies van die mediakomitee en hul verantwoordelikheid		
	Hoof en adjunk-hoof	3. Stel datums vas vir mediakomiteevergaderings en plaas op die skool se jaarprogram		20 Jan
2. Evaluering van mediabeleid	Drie ervare lede van mediakomitee en media-onderwyser	1. Werk bestaande skoolmediabeleid stelselmatig deur en maak aantekeninge van aanbevelings van veranderings vir voorlegging tydens mediakomiteevergadering	1 Des 1988	
		2. Senior lid bespreek moontlike wysigings vooraf met voorsitter van mediakomitee (Hoof of sekundus)	19 Jan	20 Jan
3. Opstel van mediaprogram tydens mediakomiteevergadering	Mediakomitee	1. Kyk na die verskillende komponente van die skoolmediabeleid, bepaal behoeftes en teken aan (kyk Bylae A vir vorm)	20 Jan	31 Jan
		2. Bepaal prioriteite vir implementering en dui datums in die laaste kolom van mediaprogram aan		
4. Beplanning van werkprogramme	Sub-komitee van die mediakomitee (insluitende media-onderwyser)	1. Stel werkprogramme op volgens die doelwitte gestel in die mediaprogram	20 Jan	31 Jan
	Hoof	2. Koördineer werkprogramme en versprei aan departementshoofde vir bekendstelling en bespreking met personeel daarby betrokke	1 Feb	7 Feb
5. Implementering van werkprogramme	Departementshoofde	1. Sien toe dat werkprogramme deur die personeel uitgevoer word	10 Feb	
		2. Rapporteer terug tydens mediakomiteevergaderings oor vordering wat gemaak is		

Kyk Bylae B vir vorm wat vir die beplanning van 'n werkprogram benut kan word.

(2) *WERKPROGRAM 2/1989 : VOORRAADBOU (PAR 3.4.6)*

SLUIT AAN BY WERKPROGRAM 4/1987 EN 2/1988

DATUM OPGESTEL : 1989.01.20

DOELWIT	ONDERWYSERS BETROKKE	WERKPROSEDURE	DATUM	
			Begin	Voltooi
1. Uitbou van Junior Versameling	1. Junior primêre skoolfase: alle onderwysers	1. Sifting van JPS-boekevoorraad volgens kriteria	2 Feb	29 Mei
		1.1 Onttrek boeke in samewerking met media-onderwyser vir: ° herbind ° herstel van boeke wat nie weer herbind kan word nie ° onttrek vir afskrywing, (merk boeke wat vir pamfletversameling gebruik kan word)		
		1.2 Bepaal leemtes in voorraad		
		1.3 Identifiseer media wat intensief gebruik en gedupliseer kan word		
		1.4 Gebruik jongste uitgawes van Mediagids, kies titels vir aanskaffing en dui pryse aan		
		1.5 Stel prioriteitslys vir herbestelling en aanvulling van voorraad op vir Mediakomiteevergadering in April vir eerste aankope		16 Mrt
		1.6 Gee aandag aan prioriteitslyste vir latere aankope: Oktobervergadering	2 Mei	29 Sept
2. Evaluering van verhale en vakliteratuur vir Tale	2. Senior primêre of junior en senior sekondêre skoolfase: Taalonderwysers	2. Sifting van verhale en relevante vakliteratuur (400 en 800 Dewey-klas) volgens kriteria en hantering soos 1.1 - 1.6 hierbo	16 Feb	30 Junie
3. Uitvoering van die Werkprogram 2/1988: Voorraadbou	3. Alle ander onderwysers	3. Afhandeling van sifting van voorraad volgens Werkprogram 2/1988: ° raadpleeg Mediagids	2 Mrt	16 Mrt
		° stel prioriteitslyste (met pryse) op vir aanvulling van leemtes tydens vakvergaderings		
		° lê lyste voor aan Mediakomiteevergadering in April/Oktober		29 Sept
4. Aanvulling van voorraad deur beplande produksie van programmatuur	4. Alle onderwysers	4. Beplanning vir die produksie van programmatuur vir leemtes in voorraad tydens vakvergaderings: ° stel beplanning, wat beraamde pryse insluit, op skrif	2 Mrt	16 Mrt
		° lê voor aan Mediakomiteevergadering in April/Oktober		29 Sept
		° stel produksieprogram op	3 Mei	30 Okt

(3) WERKPROGRAM 3/1989 : ONTSLUITING VAN INLIGTING IN DIE MEDIASENTRUM (PAR 4.1) SLUIT AAN BY WERKPROGRAM 2/1988

DATUM OPGESTEL : 1989.01.23

DOELWIT	ONDERWYSERS BETROKKE	WERKPROSEDURE	DATUM	
			Begin	Voltooi
1. Analise van sillabusse en opstel van onderwerplyste vir Junior Versameling	1. Junior primêre skoolfase : alle onderwysers	1. Analisering van sillabusse en opstel van onderwerplyste vir ontsluiting van Junior Versameling in katalogus: 1.1 Ken onderwerpe aan boeke toe 1.2 Stel tema- en leeslyste op vir keuse van bloklenings vir mediahoekie 1.3 Beplan uitstallings van nuwe voorraad of volgens tema in sillabusse		
2. Analise van taalsillabusse en opstel van onderwerplys	2. Senior primêre skoolfase of junior en senior sekondêre skoolfase: Taalonderwysers	2. Analisering van taalsillabusse en opstel van onderwerplyste vir ontsluiting in katalogus: 2.1 Ken onderwerpe aan voorraad in 400- en 800-Deweyklasse toe 2.2 Stel leeslys op vir verhale 2.3 Beplan vir uitstallings van nuwe voorraad of volgens tema in mediasentrum en/of klaskamer		
3. Opvolging van Werkprogram 2/1988: Ontsluiting van inligting in mediasentrum	3. Alle ander onderwysers	3. Afhandeling van analise en opstel van onderwerplyste vir ontsluiting in katalogus (Werkprogram 4/1987): 3.1 Stel bronnelyste vir kurrikulêre mediagebruik en werkopdragte op 3.2 Beplan vakuitstallings 3.3 Identifiseer inligtingsbronne in omgewing en elders, bv. museum, geskiedkundige plekke en nywerhede, en voeg by op bronnelyste		

L.W.: 'n Werkprogram kan ook vir slegs een van die doelwitte in voorbeelde (2) en (3) opgestel word.

KYK OOK : Voorbeelde van werkprogramme vir Mediagebruikersleiding (par. 5.1.4), bl 81; Kurrikulêre mediagebruik (par. 5.2.1), bl 84 en Buitekurrikulêre mediagebruik (par. 5.3.1), bl 90.

HOOFSTUK 3

BEPLANNING VIR DIE FUNKSIONERING VAN DIE MEDIASENTRUM

3.1 MEDIAPERSONEEL

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3.1.1 Inleiding

Die opstel van die skoolmediabeleid en -mediaprogram bied aan die mediakomitee 'n goeie oorsig van wat van die mediapersoneel verwag word. Daar word spesifiek na *mediapersoneel* verwys omdat die mediasentrum en -gebruik alle onderwysers en alle leerlinge raak en die mediakomitee in die uitvoering van sy funksies afhanklik is van doeltreffende personeelvoorsiening.

Dit is 'n bekende feit dat die administrasie en funksionering van die mediasentrum binne 'n kort tydperk sonder die nodige toesig in duie kan stort en met groot moeite weer op peil gebring word. Voorsiening van genoeg mediapersoneel om die mediaprogram van die skool te implementeer en uit te brei is 'n noodsaaklike belegging, vir die hede en vir die toekoms. Dit stel 'n skool in staat om aan onderwysers en leerlinge die voorreg van die gebruik van 'n verskeidenheid onderwysmedia te bied.

3.1.2 Voorsiening van mediapersoneel

3.1.2.1 GS-, SI-, SII-, Spesiale en PI-skole

In hierdie skole word 'n media-onderwyser voltyds vir die mediasentrum verantwoordelik gestel, sonder enige buite-kurrikulêre pligte. Verder word ten minste 2-3 assistent-media-onderwysers (par. 3.1.4), as deel van hulle funksietoewysing, vir bepaalde aspekte van die funksionering van die mediasentrum of voorsiening van mediadienste as buite-kurrikulêre aktiwiteite verantwoordelik gestel. Sodoende kan kontinuïteit behou en standaarde gehandhaaf word.

3.1.2.2 **PII-, PIII- en PIV-skole**

In *PII-skole met 'n inskrywing van 300-549* is 'n voltydse media-onderwyser noodsaaklik en word soortgelyke personeeltoewysing as vir PI-skole aanbeveel. Waar dit in *PII-skole met 'n inskrywing van minder as 300* prakties onmoontlik is om 'n voltydse media-onderwyser af te sonder, is dit noodsaaklik dat 'n media-onderwyser vir $\pm \frac{3}{5} - \frac{4}{5}$ van die weeklikse onderrigperiodes vir die mediasentrum verantwoordelik gestel word. Die oorblywende onderrigperiodes behoort aan 'n vak toegeken te word wat in die mediasentrum onderrig kan word en nie baie nasienwerk behels nie, en buitekurrikulêre pligte behoort tot die minimum beperk te wees. Deur verdere oordeelkundige funksietoewysing behoort 1-2 assistent-media-onderwysers afgesonder te word vir spesifieke aspekte van die mediasentrum, as buitemuurse aktiwiteite, soos die instandhouding van die organisasie van die mediavoorraad en vir die nodige kontinuïteit.

In *PIII- en PIV-skole* word hoofsaaklik op spanwerk staatgemaak waarby die hele personeel in kleiner skole betrokke is. Dit bly egter noodsaaklik dat by funksietoewysing 'n personeellid vir ongeveer $\frac{2}{5}$ van die onderrigperiodes in PIII-skole en vir ten minste een onderrigperiode per groepklas in PIV-skole vir die mediasentrum verantwoordelik gestel word. 'n Assistent-media-onderwyser word benoem vir aspekte van die mediasentrum, bv. oudiovisuele programmatuur en apparatuur as 'n buitemuurse aktiwiteit. Die hoof het 'n oorsig van die algemene funksionering van die mediasentrum sodat kontinuïteit in die voorsiening van mediadienste vir mediagebruik verkry kan word.

3.1.3 **Funksies en pligte van die media-onderwyser**

Die media-onderwyser is aan die hoof verantwoordelik vir alle sake wat die mediasentrum en mediagebruik raak en voer sy opdragte uit. Die media-onderwyser is vir die onderrig van Mediagebruikersleiding verantwoordelik (par. 5.1.3); daarbenewens is hy lid van die mediakomitee en ten nouste betrokke by die implementering van die skoolmediabeleid en -program.

Uit die funksies en pligte wat volg, is dit duidelik dat die media-onderwyser dinamies moet wees en moet beskik oor leierseienskappe, toepaslike kwalifikasies en onderwyservaring, belangstelling, goeie menseverhoudings en aanleg vir administrasie.

3.1.3.1 Beplanning

Die media-onderwyser beplan die volgende:

(1) Die implementering van nuwe ontwikkelings in Mediagebruikersleiding (par. 5.1) as sy vakgebied en die toepassing van mediavaardighede in die vakonderwys (par. 5.2)

(2) Die toepassing van die kursusinhoude van oriënterings- en streekkursusse, asook werksessies vir Mediagebruikersleiding en alle aspekte van mediagebruik vir vakonderwys (par. 4.5, 5.1 en 5.2)

(3) Die implementering van die inhoud van studiegidse vir Mediagebruikersleiding en ander departementele handleidings en prosedures vir die mediasentrum en mediagebruik (par. 5.1)

(4) Die lesinhoude, onderrigmetodes, gebruik van onderwysmedia en oudiovisuele apparatuur vir Mediagebruikersleiding; en in samewerking met onderwysers die vakintegrering van media in 'n les en werkopdragte (par. 5.2)

(5) Deelname aan mediakomitee- en vakvergaderings

3.1.3.2 Organisasie

Die media-onderwyser organiseer die volgende:

(1) Mediasentrumbedrywighede vir die funksionering van die mediasentrum (hfst. 3), die voorsiening van mediadienste aan gebruikers (hfst. 4) en mediagebruik vir kurrikulêre en buitekurrikulêre behoeftes (par. 5.2 en 5.3)

(2) Klaskamerbedrywighede vir die formele en informele onderrig van Mediagebruikersleiding aan klasse, groepe en individuele leerlinge (par. 5.1)

(3) Die mediapersoneel wat vir bepaalde aspekte van die mediasentrum toegewys is (par. 3.1.4 - 3.1.6)

(4) Aspekte van mediakomiteevergaderings soos deur mediakomitee opgedra

3.1.3.3 Leiding

Die media-onderwyser gee leiding:

(1) Aan leerlinge in mediagebruik en die ontwikkeling en toepassing van inligting- en mediavaardighede (par. 5.1 - 5.3)

(2) Deur middel van die onderrig van Mediagebruikersleiding en tydens besoeke van leerlinge vir vakonderrig in die mediasentrum (par. 5.1.3)

(3) Deur inligting- en konsultasiedienste aan leerlinge en onderwysers te voorsien (par. 4.4)

(4) Aan nuwe en/of onervare mediapersoneel ten opsigte van mediasentrumbedrywighede

° aan nuwe onderwysers: oriëntering ten opsigte van die gebruik van die mediasentrum (par. 4.5); mediadienste (hfst. 4) en mediagebruik (hfst. 5)

° aan alle personeel in aspekte van mediagebruik, soos mediaseleksie vir 'n les en opstel en organisering van werkopdragte (par. 5.2.3 en 5.2.4) en die gebruik van oudiovisuele media, volgens 'n voorligtingprogram opgestel deur die mediakomitee (par. 4.5.3)

(5) Aan die personeel oor dienste van die Onderwysmediadiens

3.1.3.4 Beheer

Die media-onderwyser beheer die volgende:

(1) Leerlingwerk en -vordering in die progressiewe ontwikkeling van media-vaardighede, ook in samewerking met onderwysers tydens vakgebruik (par. 5.1 en 5.2)

(2) Die voorraad in die mediasentrum deur instandhouding van die leenstelsel (par. 4.2.2) en opvolging van vermiste boeke en ander mediavoorraad (par. 3.5.10)

(3) Die werk van mediapersoneel toegewys aan die mediasentrum

(4) Die uitvoering van die mediaprogram van die skool: doen verslag aan die mediakomitee oor die funksionering van die mediasentrum, die voorsiening van mediadienste en die gebruik van media

3.1.4 Funksies en pligte van assistent-media-onderwysers

Die assistent-media-onderwysers staan die media-onderwyser by deur vir bepaalde aspekte van die funksionering van die mediasentrum en die voorsiening van mediadienste verantwoordelikheid te neem. Die volgende pligte kan bv. aan 1-3 assistent-media-onderwysers gedelegeer word en op hulle pligstate as buitemuurse aktiwiteite bygevoeg word:

3.1.4.1 Assistent-media-onderwyser (A)

Hy is verantwoordelik vir die volgende:

(1) Die instandhouding van die daaglikse funksionering van die mediasentrum, bv. leendienste, terugpak van boeke op rakke en netheid van lokaal (par. 3.5 en 4.2.2)

(2) Die organisering van en beheer oor die betrokke leerlinghelpers (par. 3.1.6)

(3) Hulp met die ontsluiting van inligting in die mediasentrum (par. 4.1)

(4) Hulp met inligting- en konsultasiedienste (par. 4.4)

Hy is die sekundus vir die media-onderwyser en lid van die mediakomitee om kontinuïteit te verseker.

3.1.4.2 **Assistent-media-onderwyser (B)**

Is verantwoordelik vir die volgende:

(1) Die organisering en instandhouding van oudiovisuele apparatuur, bv. leendienste (par. 3.5.6, 3.5.8 en 3.5.9)

(2) Voorligting in die opvoedkundige gebruik van apparatuur (par. 4.5.3.2)

(3) Hulp met voorligting in mediagebruik bv. produksie van programmatuur (par. 4.5.3.2)

(4) Professionele hantering van leenaanvrae by Nasionale Filmoteek

(5) Die organisering van en beheer oor die betrokke leerlinghelpers (par. 3.1.6)

3.1.4.3 Assistent-media-onderwyser (C)

Hy is verantwoordelik vir die volgende:

(1) Die organisering van oudiovisuele programmatuur (par. 3.5.5)

(2) Die organisering van tydskrifte (par. 3.5.4.2) en pamfletversameling (par. 3.5.4.3)

(3) Die organisering van en beheer oor die betrokke leerlinghelpers (par. 3.1.6)

(4) Die organisering van moontlike ouerhulp (par. 3.1.7)

3.1.5 Hulp van administratiewe personeel

Waar enigsins moontlik, behoort administratiewe dienste ook aan die mediasentrum gelewer te word. Dit sluit tikwerk van lyste vir herbind, afskrywing, beramingsvorm, jaarstaat, bibliografieë/bronnelyste en kataloguskaarte in. Bestellings en hantering van fakture kan gehanteer word, asook administrasie van leenaanvrae by Nasionale Filmoteek.

3.1.6 Leerlinghelpers

Die mediakomitee beplan leerlinghulp wat met die prefekstelsel van die skool geïntegreerd is. Leerlinghelpers in die mediasentrum word reeds in die laer standerds benoem en geleidelik opgelei sodat hulle in die hoër standerds as leerlingleiers in aanmerking kan kom.

Erkenning van dienste wat leerlinghelpers lewer, behoort jaarliks vir hulle verdere motivering gegee te word, bv. deur die bekendstelling van hierdie helpers aan die leerlinge, toekenning van mediasentrum-sertifikate, die dra van kentekens, hul foto's in die jaarblad en erekleure.

3.1.6.1 Funksies

Leerlinge kan die mediapersoneel bystaan met 'n verskeidenheid funksies:

(1) Die funksionering van die mediasentrum (par. 3.5), bv. algemene netheid, rakorde, bekendstelling van voorraad, hulp by katalogusgebruik (par. 4.4.1), hulp met leendiens en hantering van bloklenings (par. 4.2)

(2) Die organisasie van die mediavoorraad: organisering van boeke, programmatuur, tydskrifte en pamfletversameling (par. 3.5)

(3) Die organisering van oudiovisuele apparatuur: instandhouding, leendienste, vervoer na en opstel vir gebruik in klaskamers en vervaardiging van programmatuur (par. 3.5, 4.2 en 4.5)

(4) Hulp met basiese inligtingsdienste aan leerlinge (par. 4.4.2)

3.1.6.2 Beplanning van hulp deur leerlinghelpers

(1) Beplanning van funksies en pligte van leerlinghelpers

'n Deeglike analise van die aard en omvang van funksies moet vooraf gedoen word sodat 'n toewysing van pligte vir spesifieke funksies gemaak kan word en bepaal kan word hoeveel helpers vir vlot funksionering nodig sal wees.

(2) Opstel van diensrooster

Met inagneming van ander aktiwiteite van leerlinge moet 'n diensrooster opgestel word wat gevolg kan word en nie te hoë eise aan leerlinge stel nie.

(3) Pligstaat

'n Kort pligstaat moet vir elke leerlinghelper opgestel word en beheer behoort daaroor uitgeoefen te word. Sodanige pligstate moet gereeld hersien word wanneer helpers wissel en funksietoewysings verander.

3.1.7 Ouerhelpers

Die mediakomitee behoort ook te oorweeg om ouers by die funksionering van die mediasentrum te betrek. Dit is egter belangrik dat spesifieke funksies vir ouerhelpers geïdentifiseer word (par. 3.1.4.3) en dat sterk leiding deur die media-onderwyser en die betrokke assistent geneem word met die oog op doeltreffende benutting van hulp (par. 4.3.3).

3.1.8 Evaluering van voorsiening en funksionering van mediapersoneel

Die mediakomitee evalueer deurlopend of die mediapersoneel voldoende is vir die funksionering van die mediasentrum, die voorsiening van mediadienste en die gebruik van media, hersien die pligstate wanneer nodig en tref die nodige maatreëls om in leemtes te voorsien.

3.2 MEDIABEGROTING

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3.2.1 Inleiding

Die mediakomitee doen 'n behoeftebepaling van al die aspekte van die mediasentrum en mediagebruik (par. 2.1.4.) sodat volledige gegewens beskikbaar is en behoeftes waarvoor begroot moet word, goed gemotiveer kan word. Die mediakomitee begroot vir mediabehoeftes (mediavoorraad, oudiovisuele apparatuur, toerusting vir die mediasentrum en mediafasiliteite) en sien toe dat die mediabegroting in die begroting van die skool ingesluit word.

Die mediakomitee het ook inspraak by die opstel van die skoolbegroting en die toewysing van fondse. Die komitee doen die beplanning vir die verantwoordbare besteding van fondse en beheer dit.

3.2.2 Mediavoorraad (par. 3.4)

3.2.2.1 Boeke, tydskrifte, ander gedrukte media en oudiovisuele programmatuur

Die mediakomitee dra kennis van al die aspekte van die mediavoorraad (par. 3.4), die opbou van 'n gebalanseerde voorraad (par. 3.4.5) en opvoedkundige voorraadbou (par. 3.4.6).

Die prosedures vir die aanskaffing van boeke, tydskrifte, ander gedrukte media en oudiovisuele programmatuur (par. 3.4.7) word gevolg en prioriteitslyste vir die verskillende vakke en ander behoeftes word by die begrotingsvergadering van die mediakomitee ter tafel gelê.

Die mediakomitee doen 'n kort- en langtermynbeplanning vir insluiting in die mediabegroting en motiveer dit. Hulle beraam wat die per capita-toekenning gaan beloop, bepaal watter bydrae uit die skoolfonds nodig gaan wees om in die behoeftes van die mediasentrum te voorsien (par. 3.4.7.1) en inisieer projekte vir die uitbou van die mediavoorraad.

3.2.2.2 Produksie van programmatuur vir aanvulling van mediavoorraad

Die mediakomitee gaan die aanbevelings van vakverteenwoordigers vir die produksie van programmatuur noukeurig na en stel 'n werkprogram op (par. 2.3.3.3(4)). Hulle maak 'n opname van basiese materiaal (transparante, films, kassette, videobande, ens.) wat nodig sal wees en sluit dit by die beraming in. Goedbeplande opnames van opvoedkundige televisieprogramme kan ook as 'produksie' beskou word en is 'n aanvulling van die mediavoorraad teen 'n redelike prys.

3.2.3 Oudiovisuele apparatuur (par. 3.5.2.2)

3.2.3.1 *Katalogus van die mediasentrum* (TOD-omsendminute 4 van 1988)

Die mediakomitee vergelyk die apparatuur in besit van die skool met dié in die *Katalogus...* en stel vas watter apparatuur kortkom en of die skool reeds oor die goedgekeurde kwota beskik. Items wat nog nodig is of vervang moet word, word ingevul in die *Beramingsvorm : meubels en toerusting vir die mediasentrum en oudiovisuele apparatuur in skole* wat aan die begin van elke jaar aan skole gestuur word. Na goedkeuring van die media-adviseur moet die mediakomitee sorg dra dat die items in die skoolberaming ingesluit en die *Beramingsvorm...* met die aanbeveling van die media-adviseur aangeheg word.

Die mediakomitee is ook verantwoordelik vir die bestelling van die items wat in die skoolbegroting goedgekeur is en volg die prosedures wat in die *Katalogus...* voorgeskryf word.

3.2.3.2 Onderdele vir apparatuur

'n Opname van die onderdele wat nodig is vir die instandhouding van apparatuur moet gemaak word sodat in behoeftes voorsien kan word. (par. 3.5.6).

3.2.3.3 Ander benodigdhede

Die mediakomitee beplan om in behoeftes soos skoonmaakmateriaal, verlengkabels, muurproppe, batterye en gereedskap vir basiese instandhouding te voorsien.

3.2.4 Meubels en toerusting vir die mediasentrum : *Katalogus van die mediasentrum* (par. 3.3.4)

Die mediakomitee bepaal wat die behoeftes aan meubels en toerusting (par. 3.3.4) is, sluit dit in by die *Beramingsvorm...* en hanteer soos uiteengesit in par. 3.2.3.1.

Daar moet ook beplan word vir Afdeling 4 : Voorraadgroep 9 vir voorraad wat op kontrak of ten beste voordeel aangekoop kan word, vir voorraad uit die algemene skooltoewysing en vir skryfbehoeftes vir die mediasentrum.

3.2.5 Mediafasiliteite (par. 3.3)

3.2.5.1 Uitbreiding van bestaande lokale (par. 3.3.3)

Die mediakomitee maak in die begroting ook voorsiening vir beoogde uitbreidings.

3.2.5.2 Beveiliging (par. 3.3.5)

Die mediakomitee identifiseer behoeftes aan beveiliging en lê dit aan die superintendent van onderwys : kring voor.

3.2.5.3 Inrigting van klaslokale vir mediagebruik (par. 3.3.6)

'n Werkprogram vir die stelselmatige inrigting van klaslokale behoort opgestel te word.

3.2.6 Evaluering van mediabegroting

Die mate waarin die begroting en die fondse wat beskikbaar gestel is in die mees aktuele behoeftes voorsien, behoort deurlopend geëvalueer te word. Bevindings moet met die oog op die beplanning vir die volgende jaar se begroting aangeteken word.

3.3 MEDIAFASILITEITE

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3.3.1 Inleiding

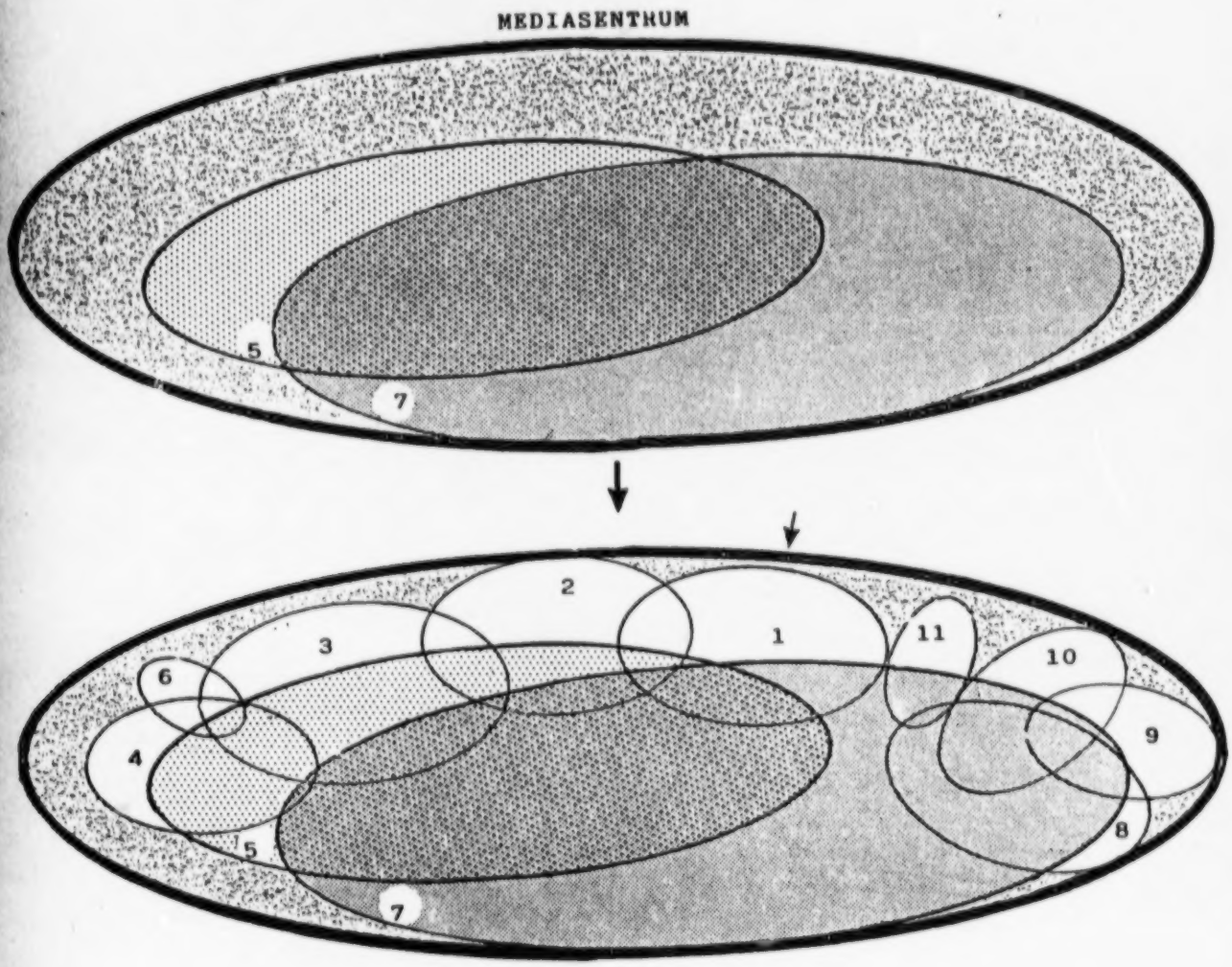
Mediafasiliteite sluit in die akkommodasie, meubels en toerusting vir die mediasentrum en die inrigting van onderriglokale vir mediagebruik.

In die meeste skole word die mediasentrum in die vroeëre 'skoolbiblioteeklokale' van wisselende grootte gehuisves, en min skole beskik oor die funksionele mediasentrumlokale wat sedert 1980 opgerig word. Die meeste skole word dus voor die uitdaging gestel om bestaande lokale as mediasentrums te benut deur die volgende:

- Interne veranderings soos verskuiwing van meubels en groepering van aktiwiteite
- Vindingryke gebruik van aangrensende onbenutte ruimtes sonder om groot onkoste aan te gaan
- Benutting van aangrensende klas- en pakkamers(s)
- Omskepping en vergroting van bestaande lokale as volwaardige mediasentrums
- Die bou van nuwe mediasentrums

3.3.2 Basiese vereistes vir die funksionele beplanning van mediasentrumlokale

In die diagram hieronder word die basiese ruimtes wat vir die funksionele beplanning van 'n mediasentrum nodig is en die onderlinge verband met mekaar aangedui.



Basiese ruimtes wat vereis word

1. Ingang- en leenruimte
2. Ruimte vir informele gebruik
3. Ruimte vir groot- en kleingroepwerk
4. Studieruimte
5. Onderrigruimte
6. Ruimte vir keersyprojeksie
7. Ruimte vir huisvesting van mediavoorraad
8. Werkruimte
9. Pakruimte vir apparatuur
10. Kantoorruimte
11. Ruimte vir onderwysersnaslaanversameling en vir voorbereiding

3.3.3 Riglyne vir die beplanning vir uitbreiding van bestaande lokale of vir nuwe mediasentrums

3.3.3.1 Inleiding

Die mediakomitee stel vas hoe bestaande fasiliteite vergelyk met die ruimtes wat as basiese vereistes gestel is. In aansluiting by die omstandighede van die skool bepaal die mediakomitee prioriteite en beplan daarvolgens. Die riglyne wat gegee word, is baie algemeen en word deur die Adviesdiens vir Beplanning van Mediasentrums van die Onderwysmediadiens aangevul.

3.3.3.2 Riglyne in die algemeen

(1) Insluiting van aangrensende onbenutte ruimtes

Kyk of daar in die omgewing van die mediasentrum 'n gang of portaal is wat nie benut word nie en wat by die mediasentrum geïnkorporeer kan word. Alhoewel dit beteken dat party mure uitgebreek en nuwe mure gebou moet word, deure toegebou en daar elders deure ingebreek moet word en addisionele elektrisiteit voorsien moet word, is die onkoste in die praktyk nie uitermate groot nie en maak dit 'n aansienlike verskil in die beskikbare ruimte. Baie primêre skole het die ingangsportaal suksesvol as pakkamer toegebou en 'n ander ingang voorsien.

(2) Omruil van bestaande lokale

Kyk of daar nie ander groot ruimtes in die skool is wat met die mediasentrum omgeruil kan word nie en of dit lonend is om dit te verbreek en tot 'n mediasentrum uit te bou. Kunslokale en meerdoelige klaskamers is al suksesvol met die mediasentrum en aangrensende klaskamer omgeruil.

(3) Gebruikmaking van leë klaskamers as inskrywings daal

Kyk of beplan kan word dat die aangrensende klaskamer(s), wanneer getalle daal, vir permanente inskakeling by die mediasentrum benut kan word. Aanvanklik kan die lokale met deure verbind word en mettertyd kan die mure uitgebreek en 'n doelmatige mediasentrum ingerig word.

(4) Uitbouing van bestaande lokale tot 'n funksionele mediasentrum

Benut bestaande strukture vindingryk om 'n mediasentrum wat op die grondvlak geleë is tot 'n ruim en funksionele mediasentrum uit te bou. Dit is 'n duur projek wat goeie beplanning verg en slegs in vennootskap met die ouergemeenskap aangepak kan word.

(5) Skoolrade en beplanningskomitees

Werk ten nouste saam met die betrokke instansies en maak seker dat goedkeuring vir planne verkry is voordat met die bouprogram begin word.

(6) Media-adviseurs

Stel die media-adviseur wat die skool besoek in kennis van wat beoog word, sodat advies uit praktiese ervaring gegee kan word. Skakel met die media-adviseur voordat met die inrigting van die lokaal, rakke ens. begin word sodat optimale gebruik van alle ruimtes gemaak kan word.

(7) Onderwysmediadiens

Werk nou saam met die Onderwysmediadiens veral wat argiteksplanne betref. Praktiese aanbevelings wat uit ervaring gemaak kon word, het skole al baie onkoste bespaar en die funksionaliteit van die mediasentrum verhoog.

3.3.4 Meubels en toerusting

3.3.4.1 Ingeboude meubels

In standaardlokale is die boekrakke, tydskrifrakke, geslote rakke vir die onderwysersnaslaanversameling en die leentoonbank ingebou. Die media-adviseurs maak dikwels tydens skoolbesoeke aanbevelings oor die inrigting van 'skoolbiblioteeklokale' as mediasentrums deur die verskuiwing van meubels. In die opvolging van die aanbevelings moet die voorgeskrewe prosedures gevolg word. Skole kan ook die media-adviseurs nader vir advies ter plaatse.

Vir die ander meubels en toerusting, soos tafels, stoele en kabinette, moet die *Katalogus van die mediasentrum* geraadpleeg word, behoeftes bepaal en op die *Beramingsvorm...* ingevul word vir goedkeuring deur die media-adviseurs (par. 3.2.3.1).

3.3.4.2 Los meubels

Skole wat nie oor standaardlokale beskik nie moet die *Katalogus...* raadpleeg vir beskikbare rakke, kabinette, ens. As 'n ander lokaal as mediasentrum ingerig word, behoort die hoof 'n grondplan van die lokaal en 'n lys van beskikbare meubels en toerusting aan die adviseur te stuur vir hulp met die begroting, of 'n besoek kan aangevra word. Meubels wat nodig is, moet op die *Beramingsvorm...* ingevul en vir goedkeuring aan die media-adviseur gestuur word (par. 3.2.3.1).

3.3.4.3 Toerusting

Alle goedgekeurde toerusting, insluitende oudiovisuele apparatuur, is in die *Katalogus...* opgeneem. Behoeftes moet bepaal word, op die *Beramingsvorm...* ingevul en vir goedkeuring aan die media-adviseur gestuur word (par. 3.2.3.1). Die aanbevelings van media-adviseurs moet deur die mediakomitee opgevolg en in die skoolbegroting ingesluit word.

3.3.5 Beveiliging

Dit is departementele beleid dat die mediasentrum in sy geheel, insluitende die pakkamers, van diefwering voorsien moet word. Vir beveiliging van standaardlokale moet by die skoolraad aansoek gedoen en in alle opsigte aan die vereistes wat hulle stel, ook vir die berging van apparatuur, voldoen word. Skole behoort self inisiatief vir verdere beveiliging te neem.

3.3.6 Inrigting van klaslokale vir mediagebruik

In standaardplanne van skoolgeboue word nie voorsiening vir mediagebruik in klaslokale gemaak nie, behalwe dat alle klaskamers van muurgemonteerde projeksieskerms voorsien word. Die projeksieskerm behoort so geplaas te word dat lig nie regstreeks daarop val nie. Verdonkering van klaskamers word nie aanbeveel nie.

Die elektriese kontakpunte is dikwels in klaskamers so geplaas dat leerlinge oor die elektriese koord na hulle sitplekke moet loop. Die mediakomitee gee aandag aan die verskuiwing van proppe na die voorkant van die klaskamer, sodat die onderwyser met gerief apparatuur kan gebruik en leerlinge nie met veiligheidsrisiko's oor elektriese koorde hoef te loop nie.

Klaslokale is ook nie toegerus met veilige bergruimte vir apparatuur en bloklenings nie. 'n Mobiele videokabinet vir die veilige huisvesting van apparatuur in klaslokale is in die *Katalogus*... opgeneem.

3.3.7 Evaluering van mediafasiliteite

Dit is noodsaaklik dat die mediakomitee bestaande mediafasiliteite gereeld evalueer sodat betyds beplan en beraam kan word vir uitbreiding om doeltreffend in behoeftes te kan voorsien.

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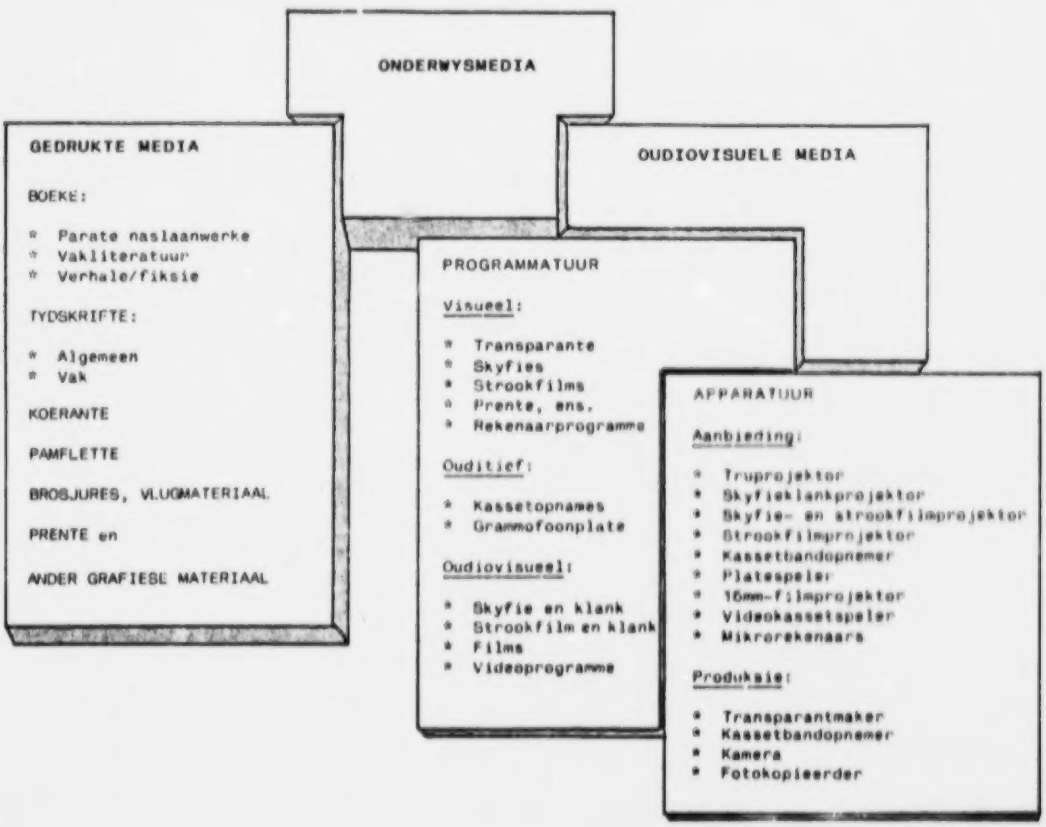
3.4.1 Inleiding

Die mediavoorraad is die spil waarom die funksionering van die mediasentrum draai en is die bepalende faktor in die gehalte van mediadienste en mediagebruik in 'n skool. Die media in die mediasentrum is ingestel op gebruik in die onderwys en moet geselekteer word om bepaalde onderwysdoelstellings te bereik.

Onderwysmedia beskik oor besondere eienskappe (par. 3.4.2) waarvan die mediakomitee en onderwysers kennis moet dra. Hulle moet ook vertroud wees met die algemene kriteria vir die evaluering van onderwysmedia, asook met die besondere kriteria vir elke medium waarvolgens die mediavoorraad geselekteer moet word (Bylae C). In die *Mediagids* word 'n keur van media wat deur die Onderwysmediadiens geëvalueer is, opgeneem en aan skole bekend gestel, waaruit 'n seleksie vir eie behoeftes gemaak kan word. Dit is belangrik dat die mediasentrum oor 'n gebalanseerde voorraad moet beskik (par. 3.4.5) en dat die beginsels vir opvoedkundige voorraadbou in die aanskaffing van voorraad toegepas word. Alle onderwysmedia word in die voorraad van die mediasentrum opgeneem, ontsluit en vir gebruik beskikbaar gestel.

Klasversamelings is teen die departementele beleid en die boeke en ander media in dié versamelings moet so spoedig moontlik gesif, geëvalueer en in die mediavoorraad opgeneem word.

Die spektrum van onderwysmedia waaruit die mediavoorraad bestaan, word grafies soos volg voorgestel:



3.4.2 Die eienskappe van onderwysmedia

3.4.2.1 Inleiding

Inligting bereik die leerling deur middel van sy sintuie en verskillende soorte inligting word deur verskillende sintuie waargeneem.

Die verantwoordelike onderwyser sal dus in die beplanning van 'n les poog om meer as een sintuig te betrek sodat die leerling sover moontlik die werklikheid kan ervaar. Waar dit nie prakties uitvoerbaar is nie, moet media doeltreffend benut word om as plaasvervanger vir die werklikheid te dien.

3.4.2.2 Algemene oorsig van die eienskappe van onderwysmedia

Elke medium beskik oor verskillende eienskappe wat dit in staat stel om inligting op 'n spesifieke manier oor te dra. Media-eienskappe is die moontlikhede van 'n medium om, byvoorbeeld, voorwerpe in beweging, in kleur, drie-dimensioneel en in klank en beeld tegelyk voor te stel. In sy keuse van media moet die onderwyser dus rekening hou met die eienskappe van onderwysmedia soos die volgende:

(1) Die **wyse** waarop die inligting aangebied word, byvoorbeeld deur *taal* (gesproke en geskrewe), *beeld* (foto's, prente, sketse, diagramme) en *klank* (geluide, musiek)

(2) Die mate van **realisme** waarmee die inhoud aangebied kan word, byvoorbeeld die hoeveelheid detail, lewensgetroue kleur, beweging en klank (Vergelyk byvoorbeeld die aanbieding van inligting oor 'n olifant deur middel van die woord *olifant*, 'n lyntekening, 'n kleurskyfie en 'n rolprent met mekaar en dit is duidelik dat die rolprentweergawe die naaste aan die werklikheid is)

(3) Die mate van **beheer** wat die onderwyser en die leerling kan uitoefen oor die tyd wat blootstelling aan die beeld duur (daar kan lank na 'n beeld op 'n muurkaart gekyk word, terwyl 'n beeld op 'n videoskerm kortstondig verskyn), tempo van aanbieding en volgorde van die inhoud

(4) Die mate van **interaksie** wat tussen die leerling en die medium moontlik is (die rekenaar is baie sterk interaktief)

In die lesbeplanning word die media-eienskappe en dan die medium wat oor daardie eienskappe beskik, geselekteer met inagneming van die lesdoelwitte, leerlingeienskappe, leerinhoud en lestipe (par. 5.2.3.2).

3.4.3 Die evaluering van die mediavoorraad

3.4.3.1 Inleiding

In die onderwys is daar bepaalde waardes en opvoedkundige beginsels wat rigtinggewend is in die evaluering van onderwysmedia en die verantwoordbare seleksie van mediavoorraad vir die mediasentrum. Die departementele beleid vir voorraadbou bepaal derhalwe in die *Handleiding vir algemene skoolorganisasie* (wysiging A16), par. 37.1.3 die volgende:

"(1) Voorraadbou

Slegs mediavoorraad wat deur die Onderwysmediadiens geëvalueer, geselekteer en in die *Mediagids* gepubliseer word, word in die mediasentrum opgeneem..."

"Skole kan items uit die *Mediagids* kies en regstreeks aankoop. Boeke, tydskrifte, oudiovisuele programmatuur en ander voorraad wat nie in die *Mediagids* opgeneem is nie, kan aangekoop word mits 'n kwotasie met motivering vir die gewenste aankope vir deskundige advies aan die Hoof: Onderwysmediadiens voorgelê is en goedkeuring vir die aankope skriftelik ontvang is."

Verder word bepaal:

"Alle ander materiaal wat gratis en ongevraagd aan skole voorsien word, moet met omsigtigheid volgens die riglyne in paragraaf 33.4 gehanteer word."

"33.4 **VERSPREIDING VAN ONGEWENSTE LEKTUUR, PAMFLETTE, MONSTERS, ENS. BY SKOLE**

Dit het aan die lig gekom dat sekere instansies op 'n subtiele manier poog om deur middel van rondskrywes, pamflette, vraelyste en ander publikasies, leerlinge negatief te beïnvloed teen gesagspersone, leiersfigure, patriotisme, die demokrasie en die Christelike beginsels, trouens, teen al die sedes, waardes en norme wat deur skole, kerke en die ouerhuis bevorder word. Die inhoud van sodanige lektuur is dikwels op die oog af heel onskuldig sodat die bedekte doelstelling slegs na 'n sorgvuldige evaluering geïdentifiseer kan word.

Om hierdie rede moet hoofde alle versoeke om die verspreiding van pamflette en ander lektuur (ook van 'n politieke aard) wat nie deur die Departement/Onderwysmediadiens goedgekeur is nie, weier."

Dit is ook beleid dat die beginsel van 'n dinamiese voorraad met hoë gebruiksfrekwensie in die uitbou van die mediavoorraad toegepas moet word (par. 3.4.5.5). Die mediakomitee aanvaar verantwoordelikheid vir die uitbou van die mediavoorraad met inagneming van die geïdentifiseerde waardes, opvoedkundige beginsels en die besonder behoeftes en omstandighede van elke skool.

3.4.3.2 Kriteria vir die evaluering van onderwysmedia

'n Kriterium is 'n maatstaf waarvolgens gemeet en 'n waardebepaling gedoen word. Die evaluering van onderwysmedia is 'n gespesialiseerde funksie waarvoor opvoedkundig-wetenskaplike kriteria in die algemeen en vir elke medium afsonderlik deur die jare heen ontwikkel is.

Die Onderwysmediadiens is verantwoordelik vir die evaluering van onderwysmedia in noue samewerking met vakkomitees, en volledige kriteria is vir elke soort medium opgestel. Die keuse van titels vir opname in die *Mediagids* word volgens dié kriteria gedoen en slegs die beste en bruikbaarste bronne word vir skole aanbeveel.

Onderwysers as gebruikers van die mediavoorraad behoort ook kennis te dra van die kriteria vir die evaluering van onderwysmedia en behoort dit toe te pas by die sifting van vakvoorraad en aanbevelings vir voorraadbou. 'n Kort samevatting van die opvoedkundige kriteria vir die evaluering van die verskillende soorte onderwysmedia word hieronder gegee. Die kriteria vir elke medium behoort op los bladsye aan onderwysers vir evaluering van voorraad beskikbaar gestel te word (kyk Bylae C).

3.4.3.3 **Opvoedkundige kriteria** vir die **evaluering** van **onderwysmedia**

Die basiese uitgangspunt by die evaluering van onderwysmedia deur onderwysers is die moontlike gebruik van die medium vir onderrig en leer. Terwyl evaluering gedoen word, behoort 'n keuse uit die volgende **gebruiksmoontlikhede** van die besondere boek of oudiovisuele program gemaak en aangeteken te word:

- Is nuttig as inleiding tot 'n onderwerp
- Verskaf inligting oor die onderwerp
- Dien as hersiening van afgehandelde werk
- Bevorder kritiese denke en probleemoplossing
- Dra by tot begripsvorming en -verheldering
- Bevorder taalontwikkeling en -vaardigheid
- Motiveer leerlinge
- Dra gesonde lewenswaardes oor
- Stimuleer belangstelling
- Lei tot waardering van wat ervaar is
- Ontwikkel vaardighede
- Vorm gesindhede

Die gebruiksmoontlikhede is op Mediagebruikersleiding (par. 5.1), Kurrikulêre mediagebruik (par. 5.2) en Buitekurrikulêre mediagebruik (par. 5.3) van toepassing.

L.W.: *Slegs die belangrikste kriteria word gegee. Kriteria word verskaf om eenvormige evaluering moontlik te maak. Geen boek of oudiovisuele program beantwoord aan al die kriteria nie.*

(1)

VAKLITERATUUR (insluitende parate naslaanwerke)

Doel: **Teikengroep:**

Inhoud:

- Keuse van stof bevredigend
- Korrekte inligting oorgedra
- Objektiewe inligting en vertolking van feite
- Tersaaklike inligting
- Resente inligting sover moontlik
- Etiese ingesteldheid aanvaarbaar

Aanbieding:

- Beplanning en uitleg, bv. indeling van die stof en voorsiening van opskrifte, slaag om vaslegging te vergemaklik en begrip te bevorder
- Illustrasies soos foto's, tekeninge, kaarte en diagramme doelmatig voorsien by tersaaklike teks
- Illustrasies dra inligting doeltreffend oor
- Kwaliteit van illustrasies bevredigend
- Illustrasies geskik vir ouderdomsgroep
- Lettertipe en spasiëring van drukwerk geskik vir ouderdomsgroep
- Styl en woordeskat geskik vir ouderdomsgroep
- Taalgebruik en skryfwyse op peil
- Skryfstyl vlot, interessant, duidelik en saaklik
- Vertaling bevredigend (indien van toepassing)
- Verklaring van vakterme bevredigend
- Interessant en oorspronklik aangebied
- Inhoudsopgawe bied goeie oorsig van inhoud
- Alfabetiese register vergemaklik die vind van inligting
- Bronnelys nuttig vir vind van bykomende inligting
- Verklarende woordelys dek onbekende woorde/begrippe doeltreffend

Tegniese gehalte:

- Bladuitleg en lettertipe aantreklik en maklik leesbaar
- Formaat geskik vir ouderdomsgroep
- Gehalte van band aanvaarbaar
- Gehalte van papier aanvaarbaar

Medium:

Keuse van medium nie ter sake vir boeke nie

(2)

VERHALE / FIKSIE	
Doel:	**Teikengroep:**
Inhoud en aanbieding: ° Geslaag as 'n bepaalde soort verhaal en voldoen aan literêre vereistes ° Outeur se uitbeelding vanuit die kind/jeugdige se gesigspunt geslaag ° Verhaalverloop, struktuur en eenheid aanvaarbaar ° Intrige goed gehanteer ° Tema oorspronklik aangebied en sluit aan by belangstellings en behoeftes van ouderdomsgroep ° Milieuskildering realisties ° Karakterbeelding interessant en oortuigend ° Oorspronklik en verbeeldingryk geskryf ° Balans tussen positiewe en negatiewe gehandhaaf, met klem op positiewe ° Grondtoon optimisties en lewensbeskouing gesond ° Taalgebruik en skryfwyse op peil ° Skryfstyl vlot en geskik vir tipe verhaal en ouderdomsgroep ° Lettertipe en spasiëring van drukwerk geskik vir ouderdomsgroep ° Illustrasies oorspronklik en esteties bevredigend ° Eenheid van teks en illustrasies in prenteboek	
Tegniese gehalte: ° Formaat geskik vir ouderdomsgroep ° Bladuitleg en lettertipe aantreklik en leesbaar ° Gehalte van band aanvaarbaar ° Gehalte van papier aanvaarbaar	
Medium: Keuse van medium nie ter sake vir boeke nie	

Verhale of fiksie kan vrugbaar gebruik word vir bevordering van interpersoonlike verhoudings, leesmotivering, meelewing, persoonlike verryking, hantering van probleme, taalontwikkeling en -aanvoeling, stimulering van die verbeelding, kreatiwiteit en as agtergrond vir skoolvakke en -aktiwiteite.

(3)

TRANSPARANTE

Doel: **Teikengroep:**

Inhoud:

- Tersaaklik vir vakbehoeftes
- Dekking van onderwerp bevredigend
- Korrekte inligting oorgedra
- Resente inligting sover moontlik
- Hoeveelheid inligting aanvaarbaar

Aanbieding:

- Strukturering van inhoud geslaag
- Uitleg oorspronklik en effektief
- Eenvoudig uiteengesit, nie te veel besonderhede nie
- Letterwerk leesbaar (grootte, spasiëring, eenvoud)
- Illustrasies en kleurgebruik funksioneel
- Visuele aanbieding geslaag
- Tegnieke effektief gebruik
- Interessant en oorspronklik
- Begrippe duidelik oorgedra
- Styl en aanbiedingswyse geskik vir teikengroep
- Ondersteunende materiaal soos onderwysersgids en/of werkkaarte bruikbaar

Tegniese gehalte:

- Illustrasies tegnies goed, oorspronklik en afgerond
- Kwaliteit van transparantmateriaal aanvaarbaar

Medium:

- Keuse van transparant as medium korrek
- Benutting van eienskappe van medium effektief

(4)

SKYFIES / STROOKFILMS

Doel: **Teikengroep:**

Inhoud:

- Tersaaklik vir vakbehoeftes
- Dekking van onderwerp bevredigend
- Korrekte inligting oorgedra
- Resente inligting sover moontlik
- Hoeveelheid inligting aanvaarbaar

Aanbieding:

- Strukturering van inhoud geslaag
- Eenvoudig uiteengesit, nie te veel besonderhede nie
- Letterwerk leesbaar (grootte, spasiëring, eenvoud)
- Visuele aanbieding geslaag
- Illustrasies doelmatig
- Kamerategnieke soos komposisie en nabyfotografie bevredigend gebruik
- Begrippe duidelik oorgedra
- Styl en aanbiedingswyse geskik vir teikengroep
- Ondersteunende materiaal soos onderwysersgids en/of werkkaarte bruikbaar

Tegniese gehalte:

- Beeldskerpte (fokus) bevredigend
- Beeldhelderheid, bv. grootte, beligting en duidelikheid van voorwerpe bevredigend
- Illustrasies tegnies goed en afgerond
- Kleur natuurlik en effektief
- Gehalte van skyfies (film) aanvaarbaar

Medium:

- Keuse van skyfies/strookfilm as medium korrek
- Benutting van eienskappe van medium effektief

(5)

KLANKOPNAMES	
Doel:	**Teikengroep:**

Inhoud:

- Tersaaklik vir vakbehoeftes
- Dekking van onderwerp bevredigend
- Korrekte inligting oorgedra
- Resente inligting sover moontlik
- Hoeveelheid inligting aanvaarbaar

Aanbieding:

- Strukturering van inhoud geslaag
- Tempo bevredigend
- Beperkte inligting, nie te veel besonderhede nie
- Aanbieder/kommentator se stem aangenaam en aanvaarbaar vir teikengroep (nie eentonig, neerbuigend, in leesstem, pedanties nie)
- Akteurs oortuigend
- Taalgebruik aanvaarbaar vir teikengroep
- Musiek/byklanke effektief gebruik
- Interessant met voldoende afwisseling
- Begrippe duidelik oorgedra
- Styl en aanbiedingswyse geskik vir teikengroep
- Ondersteunende materiaal soos onderwysersgids en/of werkkaarte bruikbaar

Tegniese gehalte:

- Klankkwaliteit helder en distorsievry
- Klankbalans bevredigend
- Fisiese kwaliteit van kasset/plaat aanvaarbaar

Medium:

- Keuse van klankopname as medium korrek
- Benutting van eienskappe van medium effektief

(6)

SKYFIEKLANKPROGRAMME

Doel: **Teikengroep:**

Inhoud:

- Tersaaklik vir vakbehoeftes
- Dekking van onderwerp bevredigend
- Korrekte inligting oorgedra
- Resente inligting sover moontlik
- Hoeveelheid inligting aanvaarbaar

Aanbieding:

- Strukturering van inhoud (draaiboek) geslaag
- Beperkte inligting, nie te veel besonderhede nie
- Interessant aangebied
- Visuele aanbieding geslaag
- Illustrasies doelmatig
- Letterwerk leesbaar (grootte, spasiëring, eenvoud)
- Kamerategnieke soos komposisie en nabyfotografie bevredigend gebruik
- Aanbieder/kommentator se stem aangenaam en aanvaarbaar vir teikengroep (nie eentonig, neerbuigend, in leesstem, pedanties nie)
- Taalgebruik aanvaarbaar vir teikengroep
- Effektiewe byklanke/musiek
- Integrering van klank en beeld doeltreffend, vul mekaar aan
- Kontinuïteit deurgaans behou
- Tempo bevredigend
- Begrippe duidelik oorgedra
- Styl en aanbiedingswyse geskik vir teikengroep
- Ondersteunende materiaal soos onderwysersgids en/of werkkaarte bruikbaar

Tegniese gehalte:

- Beeldskerpte (fokus) bevredigend
- Beeldhelderheid, bv. grootte, beligting, duidelikheid van voorwerpe bevredigend
- Illustrasies tegnies goed en afgerond
- Kleur natuurlik en effektief
- Klankkwaliteit helder en distorsievry
- Klankbalans bevredigend
- Pulse korrek aangebring vir skyfiewisseling
- Gehalte van skyfies en kasset aanvaarbaar

Medium:

- Keuse van skyfieklankprogram as medium korrek
- Benutting van eienskappe van medium effektief

(7)

VIDEOPROGRAMME

Doel: **Teikengroep:**

Inhoud:

- Tersaaklik vir vakbehoeftes
- Dekking van onderwerp bevredigend
- Korrekte inligting oorgedra
- Resente inligting sover moontlik
- Hoeveelheid inligting aanvaarbaar

Aanbieding:

- Strukturering van inhoud (draaiboek) geslaag
- Beperkte inligting, nie te veel besonderhede nie
- Interessant aangebied
- Visuele uitbeelding van inhoud geslaag
- Kamerategnieke soos kamerahoek, beweging, nabyfotografie en zoem effektief gebruik
- Illustrasies en opskrifte doelmatig
- Aanbieder/kommentator se stem boeiend, aanneemlik en aanvaarbaar vir teikengroep
- Akteurs tree oortuigend op
- Musiek/byklanke effektief gebruik
- Taalgebruik aanvaarbaar vir teikengroep
- Klank en beeld doeltreffend geïntegreer, vul mekaar aan
- Tempo van aanbieding bevredigend
- Kontinuïteit deurgaans behou
- Begrippe duidelik oorgedra
- Styl en aanbiedingswyse geskik vir teikengroep
- Ondersteunende materiaal soos onderwysersgids en/of werkkaarte bruikbaar

Tegniese gehalte:

- Beeldskerpte (fokus) bevredigend
- Beeldhelderheid, bv. grootte, beligting, duidelikheid van voorwerpe bevredigend
- Illustrasies tegnies goed en afgerond
- Kleur natuurlik en effektief
- Klankkwaliteit helder en distorsievry
- Klankbalans bevredigend
- Gehalte van videoband aanvaarbaar

Medium:

- Keuse van video as medium korrek
- Benutting van eienskappe van medium, veral as nabymedium, effektief

(8)

REKENAARPROGRAMME
Doel: **Teikengroep:**
Inhoud: ° Tersaaklik vir vakbehoeftes en ontwikkeling van rekenaarvaardigheide ° Dekking van onderwerp bevredigend ° Korrekte inligting oorgedra ° Resente inligting sover moontlik ° Hoeveelheid inligting aanvaarbaar
Aanbieding: ° Strukturering van inhoud geslaag ° Skermuitleg duidelik en logies, nie oorlaai nie ° Visuele aanbieding van inhoud soos grafika, kleur en beweging doelmatig ° Teks maklik leesbaar, kwaliteit en grootte van letters aanvaarbaar ° Klankgebruik effektief ° Taalgebruik aanvaarbaar vir teikengroep ° Leerstof interessant en oorspronklik aangebied ° Tempo deurgaans bevredigend ° Kontinuïteit goed gehandhaaf ° Gebruikersvriendelik ° Drukstaat beskikbaar ° Begrippe duidelik oorgedra ° Styl en aanbiedingswyse geskik vir teikengroep ° Moeilikheidsgraad aanpasbaar by gebruiker se vermoëns ° Outomatiese vordering na makliker/moeiliker probleme moontlik ° Motiveer gebruiker en stel uitdagings ° Terugvoer aan gebruiker bevredigend ° Hulpfunksie beskikbaar ° Doeltreffende beheer van program moontlik ° Leerstof met vorige kennis/ervaring geïntegreer ° Ondersteunende materiaal soos onderwysersgids/werkkaarte bruikbaar
Tegniese gehalte ° Program aanpasbaar by bestaande apparatuur ° Program funksioneer bevredigend ° Kwaliteit van disket aanvaarbaar
Medium: ° Keuse van die rekenaar as medium korrek ° Benutting van eienskappe van medium effektief

3.4.3.4 **Kriteria vir evaluering van die onderwysersnaslaanversameling**

Die onderwysersnaslaanversameling bestaan uit 'n geselekteerde en beperkte versameling opvoedkundige boeke, tydskrifte, sillabusse, bibliografieë, kursuslesings, studiegidse en nuusbriewe vir skoolvakke vir die uitsluitlike gebruik deur die onderwysers. Handboeke word nie in die versameling opgeneem nie.

Die mediakomitee behoort kriteria vir die evaluering van die voorraad op te stel, sodat op aktuele behoeftes gekonsentreer kan word. Die beginsel van hoë gebruiksfrekwensie (par. 3.4.5.5) is 'n basiese kriterium wat toegepas behoort te word.

3.4.3.5 Spesifikasies vir oudiovisuele apparatuur

Die Onderwysmediadiens het volledige spesifikasies vir alle soorte apparatuur opgestel en verskaf 'n adviesdiens aan skole. Die spesifikasies is baie tegnies en hoogs gespesialiseerd en word nie aan skole voorsien om self die evaluering van apparatuur te onderneem nie.

3.4.4 **Die *Mediagids***

3.4.4.1 Inleiding

Die *Mediagids* is 'n keuselys van die jongste boeke, tydskrifte en oudiovisuele programmatuur wat vir skoolmediasentrums aanbeveel is en in die handel verkrygbaar is. Die *Mediagids* is bedoel as hulpmiddel by die aankoop van voorraad. Bibliografiese gegewens, pryse en standnommers vir boeke word verstrek.

Om die seleksie van voorraad te vergemaklik, word die volgende bykomende inligting verskaf:

- Gradering volgens skoolfases
- Annotasies wat die inhoud en moontlike gebruik toelig
- Temas vir verhale
- Onderwerpe by vakliteratuur vir boeke, tydskrifte en oudiovisuele programmatuur. 'n Alfabetiese onderwerpregister om die opspoor van vakvoorraad te vergemaklik, verskyn in elke uitgawe.

Alle items in die *Mediagids* is in die gerekenariseerde databasis van die Onderwysmediadiens opgeneem en van Mediagidsvolgnommers voorsien.

3.4.4.2 Uitgawes

Die *Mediagids* verskyn vyf maal per jaar. 'n Kumulatiewe alfabetiese register van inskrywings opgeneem in die aanvullende uitgawes word vyfjaarliks uitgegee. Vir tydskrifte en parate naslaanwerke word aparte uitgawes periodiek gepubliseer om die jongste gegewens onder die aandag te bring. Een eksemplaar van elke uitgawe word aan 'n skool voorsien. Die jaarlikse aanvullende uitgawes (tans 5) word saam met die kumulatiewe alfabetiese register in die werkkamer van die mediasentrum gehuisves.

3.4.4.3 Prosedure vir die gebruik van die *Mediagids*

(1) Die voorraad wat in die *Mediagids* opgeneem is, kan regstreeks aangeskaf word (par. 3.4.4.1).

(2) Die *Mediagids*volgnommers word voorsien vir die items op lyste en fakture en dui aan dat die voorraad geëvalueer en goedgekeur is. Die volgnommers word ook gebruik vir die aanvra van kataloguskaarte en vir die opstel van lyste vir die herbind van boeke.

(3) Titels van bruikbare tydskrifte word in die *Mediagids* opgeneen, maar die gehalte van tydskrifte kan van nommer tot nommer wissel. Daarom is dit noodsaaklik dat skole self elke nommer evalueer voordat dit aan leerlinge beskikbaar gestel word. Dit kan gedoen word deur elke nuwe nommer eerste aan die vakonderwyser te sirkuleer. Tydskrifanalise vir die ontsluiting van inligting kan terselfdertyd gedoen word (par. 4.1.4.3).

3.4.5 'n Gebalanseerde voorraad

3.4.5.1 Inleiding

Die mediakomitee behoort ook aandag te gee aan 'n gebalanseerde voorraad t.o.v. soorte media, vakke, kulturele bedrywighede en persoonlike behoeftes en belangstellings van leerlinge, asook die graad van gevorderdheid.

3.4.5.2 Balans tussen soorte media

Die grootste gedeelte van hierdie voorraad behoort gedrukte media te wees. Boeke bly die kernvoorraad vanweë die maklike beskikbaarheid, bruikbaarheid en relatief lae prys. Vir sillabus- en ander behoeftes behoort daar dus 'n *kernvoorraad van goed geselekteerde boeke* te wees. Hierdie voorraad sluit parate naslaanwerke, vakliteratuur en verhale in.

Die verhouding tussen die soorte gedrukte voorraad behoort by benadering die volgende te wees:

° Parate naslaanwerke - primêre skole : 2%
- sekondêre skole : 2%

° Vakliteratuur - primêre skole : 50%
- sekondêre skole : 68%

° Verhale/fiksie - primêre skole : 48%
- sekondêre skole : 30%

Oudiovisuele programmatuur vul hoofsaaklik die vakliteratuur en in mindere mate die verhale aan en maak deel uit van die voornoemde persentasies. 'n Verteenwoordigende versameling van 'n verskeidenheid programmatuur behoort opgebou te word.

Die mediakomitee sien toe dat 'n goeie balans tussen gedrukte media as basiese voorraad en oudiovisuele programmatuur gehandhaaf word.

3.4.5.3 Balans tussen inhoud en vlak

Die betrokkenheid van die onderwysers by voorraadbou stel die mediakomitee in staat om 'n balans in die mediavoorraad te bewerkstellig t.o.v. die onderwerpe wat gedek moet word, die graad van moeilikheid en die ouderdom, ontwikkelingsvlak en leesvermoë van leerlinge.

3.4.5.4 Balans tussen tale

In beginsel behoort die amptelike landstale billik verteenwoordig te wees met die klem op die taalmedium van die skool. Daar is reeds 'n goeie voorraad boeke in Afrikaans beskikbaar, maar vir funksionaliteit sal in Afrikaanse skole nog ruim geput moet word uit die ryk skat van die Engelse literatuur om die spektrum van vakke en onderwerpe na wense te dek. Ander tale moet volgens die behoeftes van die skool in die mediavoorraad opgeneem word.

3.4.5.5 Balans en die beginsel van hoë gebruiksfrekwensie en oordeelkundige duplisering

Anders as in die geval van 'n biblioteek, het die mediasentrum nie 'n bewaarfunksie wat saamhang met die opbou van 'n kwantitatiewe versameling nie. In die mediasentrum geld die beginsel van 'n dinamiese voorraad wat intensief gebruik word. Voorraad wat nie 'n hoë gebruiksfrekwensie het nie, d.w.s. nooit of selde geleen word (dikwels omdat dit verouderd is of omdat sillabusse verander het), voorsien nie in 'n behoefte nie en moet onttrek word as verouderd en onbruikbaar.

Boeke wat 'n hoë gebruiksfrekwensie het, voorsien in behoeftes en behoort oordeelkundig en geleidelik gedupliseer te word (nie meer as 5 eksemplare per boek nie, want dan is die verskeidenheid van bronne minder). Die balans soos in par. 3.4.5.2-3.4.5.4 moet deurgaans in gedagte gehou word.

'n Dinamiese voorraad wat kwantitatief ontoereikend is, kan nie funksioneel wees nie, en die opbou van 'n voorraad van ± 10 bronne (boeke en oudiovisuele media) per leerling kan as 'n doelwit gestel word.

3.4.6 Voorraadbou

3.4.6.1 Inleiding

Voorraadbou is een van die belangrikste *funksies van die mediakomitee* en maak 'n wesenlike deel uit van die skoolmediabeleid, die skoolmediaprogram en werkprogramme wat voortdurend aandag moet kry. Die sukses van die program vir voorraadbou hang af van die betrokkenheid van die onderwysers. Onderwysers wat betrokke is, ken die voorraad, maak weldeurdagte aanbevelings vir die uitbou van die voorraad, stel belang in nuwe aanwinste, maak in toenemende mate gebruik van media in die onderrig en motiveer leerlinge om media selfstandig te gebruik.

3.4.6.2 Riglyne vir voorraadbou

(1) Boeke en oudiovisuele programmatuur

(a) Die mediakomitee beplan tydens 'n vergadering 'n werkprogram vir doelgerigte voorraadbou (par. 2.4.3.3 (2)) waarin prioriteite vir onderwerpe wat eerste aandag moet kry, gestel word.

(b) Die departementshoof, as lid van die mediakomitee, beplan tydens 'n vakvergadering die betrokkenheid en aandeel van elke onderwyser by die uitbou van die vakvoorraad.

(c) Vakonderwysers:

° Analiseer die sillabus en maak 'n lys van onderwerpe waaronder die vakvoorraad ontsluit moet word (kyk voorbeeld op bl. 46 en 47).

° Werk al die media wat op die vak betrekking het stelselmatig deur en evalueer dit volgens die kriteria vir die evaluering van onderwysmedia (Bylae C).

° Stel geleidelik bronnelyste van bruikbare voorraad vir onderwerpe op (kyk voorbeeld op bl. 48).

° Onttrek onbruikbare voorraad, stel 'n lys op en bespreek dit by 'n vakvergadering.

- Stel, met inagneming van die beginsel van hoë gebruiksfrekwensie (par. 3.4.5.5) en die kriteria vir evaluering van voorraad, 'n prioriteitslys van boeke en ander media uit die *Mediagids* op vir die uitbou van die vakvoorraad en bespreek dit by 'n vakvergadering sodat die departementshoof die lyste aan die mediakomitee kan voorlê vir insluiting in die mediabegroting (par. 3.2.2.1).
- Doen aanbevelings vir die produksie van programmatuur om in spesifieke behoeftes te voorsien, gee 'n aanduiding van onkoste en bespreek dit met die departementshoof vir insluiting in die mediabegroting (par. 3.2.2.2).

(d) Die lys van onderwerpe uit die sillabus, die bronnelyste, die lys van onbruikbare boeke en prioriteitslyste vir aankope word verder deur die media-onderwyser gehanteer.

(2) Tydskrifanalise

Tydskrifte bevat die jongste inligting op 'n vakgebied en is in die algemeen 'n uiters belangrike aanvulling tot die mediavoorraad indien dit ontsluit word (par. 4.1.4.3). Die analise van tydskrifte maak deel uit van doelgerigte voorraadbou deur vakonderwysers.

(3) Pamfletversameling

Die stelselmatige uitbou van die pamfletversameling is 'n doeltreffende en redelik goedkoop aanvulling van die voorraad waarby vakonderwysers ook betrek moet word (par. 3.5.4.3).

3.4.7 Aanskaffing van mediavoorraad : gedrukte media en oudiovisuele programmatuur

3.4.7.1 Beskikbare fondse

(1) Mediasentrumtoekenning

'n Per capita-toekenning word jaarliks vir voorraadbou in die mediasentrum, soos aangedui in die skoolberamingsvorm, gemaak.

(2) Skoolfonds

Die mediakomitee beplan vir fondse wat nog nodig is om in behoeftes te voorsien (par. 3.2.2.1).

3.4.7.2 Riglyne vir die aanskaffing van gedrukte media en oudiovisuele programmatuur

(1) Seleksie van voorraad en begroting

Met inagneming van die media-eienskappe (par. 3.4.2), kriteria vir evaluering (par. 3.4.3), vereistes vir 'n gebalanseerde voorraad (par. 3.4.5) en die riglyne vir voorraadbou (par. 3.4.6.2) hanteer die mediakomitee prioriteitslyste uit die *Mediagids* (par. 3.4.6.2 (1)), stel 'n kort- en langtermynbeplanning op en begroot vir die nodige fondse (par. 3.2.2.1).

Die mediakomitee is ook verantwoordelik vir die besteding van fondse en oefen beheer daaroor uit.

VOORBEELD VAN 'N SILLABUSONTLEDING EN ONDERWERPLYS VIR DIE PRIMÊRE SKOOL

SILLABUSONTLEDING					ONDERWERPLYS
VAK : AARDRYKSKUNDE - LEERINHOUDE (Uittreksel)	**STANDERDS**				Onderwerpe geselekteer vir ontsluiting van inligting in die alfabetiese onderwerpkatalogus in die mediasentrum
	2	3	4	5	
1. RIGTING	x	x	x	x	RIGTINGS. Aardrykskunde
Breedte- en lengtegraad				x	-
2. WEER	x	x	x	x	WEER
Seisoene	x		x		SEISOENE
Weersomstandighede		x			-
Dag en nag		x			TYD
Klimaatverskynsels			x		KLIMAAT
3. KAARTWERK	x	x	x	x	KAARTLEES
Planne en kaarte, ens.	x	x	x	x	-
Skoolgeboue en -gronde	x				SKOOL
Provinsies, RSA (Plekke, riviere ens.)	x				PLATTEGRONDE
Republiek van Suid-Afrika		x			SUID-AFRIKA. Provinsies
					PROVINSIES. Suid-Afrika
					RSA
					REPUBLIEK VAN SUID-AFRIKA
					SUID-AFRIKA. Aardrykskunde
Wêreldkaart			x	x	AARDRYKSKUNDE
					ATLASSE
Transvaal : Plekke, dorpe	x				TRANSVAAL. Aardrykskunde
Riviere	x				SUID-AFRIKA. Aardrykskunde
Veeboerdery	x				SUID-AFRIKA. Landbou
Landbou	x				SUID-AFRIKA. Riviere
Bosbou	x				SUID-AFRIKA. Mynbou
Visvang, vissery	x				SUID-AFRIKA. Bevolking
Mynbou	x				SUID-AFRIKA. Stede en dorpe
Vervaardigingindustrieë	x				RIVIERE
Bevolkingsgroepe in eie omgewing	x				VEEBOERDERY
4. SUID-AFRIKA (RSA) : Ligging		x			LANDBOU. Suid-Afrika
Stede/Dorpe		x			BOSBOU
Bou		x			VISVANG
Riviere		x			VISSERYE
					MYNBOU. Suid-Afrika
(ens.)					BEVOLKING. Suid-Afrika

L.W.: Dit is noodsaaklik dat al die leerinhoudkeuses in die sillabusontleding opgeneem word.

VOORBEELD VAN 'N SILLABUSONTLEDING EN ONDERWERPLYS VIR DIE SEKONDÊRE SKOOL

SILLABUSONTLEDING						ONDERWERPLYS
VAK : GESKIEDENIS - LEERINHOUDE (Uittreksel)	**STANDERDS**					Onderwerpe geselekteer vir ontsluiting van inligting in die alfabetiese onderwerpkatalogus in die mediasentrum
	6	7	8	9	10	
1. ALGEMENE GESKIEDENIS						
DIE RENAISSANCE	x					RENAISSANCE
Petrarca	x					PETRARCA
Shakespeare	x					SHAKESPEARE, WILLIAM
Michelangelo	x					MICHELANGELO
Rembrandt	x					REMBRANDT
Galilei	x					GALILEI, GALILEO
Newton	x					NEWTON, ISAAC
.....						
(ens.)						
2. SUID-AFRIKAANSE GESKIEDENIS						
DIE GROOT TREK	x		x			GROOT TREK
Natal	x					SUID-AFRIKA. Geskiedenis 1795-1880
Transoranje	x					SUID-AFRIKA. Geskiedenis 1880-1910
DIAMANTE EN GOUD	x		x			SUID-AFRIKA. Geskiedenis 1910-1960
						SUID-AFRIKA. Geskiedenis 1960-
OOS-TRANSVAALSE GOUDVELDE				x	x	NATAL. Geskiedenis
						SUID-AFRIKA. Mynbou
						MYNBOU. Suid-Afrika
						TRANSVAAL. Geskiedenis
ONDERWYS IN TRANSVAAL				x		TRANSVAAL. Onderwys
						ONDERWYS
UNIEWORDING		x				UNIE VAN SUID-AFRIKA
SUID-AFRIKA 1924-1934		x			x	SUID-AFRIKA. Unie van
Hertzog, Nie-blankebeleid						HERTZOG, JAMES BARRY MUNNIK
Nasionale Party					x	SUID-AFRIKA. Politieke geskiedenis
Rykskonferensie van 1926 en Balfourverklaring		x				SMUTS, JAN CHRISTIAAN
Ekonomiese ontwikkeling					x	SUID-AFRIKA. Nywerhede
.....						SUID-AFRIKA. Ekonomie
(ens.)						NYWERHEDE. Suid-Afrika
						EKONOMIE. Suid-Afrika

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L.W.: Dit is noodsaaklik dat al die leerinhoudkeuses in die sillabus-ontleding opgeneem word.

VOORBEELD VAN 'N BRONNELYS

VAK: GESKIEDENIS **ST:** 3

TEMA/ONDERWERP: DIE HOTTENTOTTE LES 3 en 4

BESONDERHEDE OOR MEDIA			SOORTE MEDIA IN MEDIASENTRUM												MEDIA BUITE SKOOL		
			Boeke	Tydskrifte	Films	Grammofoon-plate	Kassette	Multimedia-pakkette	Pamflette	Prente	Skyfies	Strookfilms	Transparante	Videoprogramme	Onderwysbiblioteek	Nas. Filmoteek	Ander: Museums, ens.
OUTEUR	TITEL	STAND-NOMMER		P	FI	GR	KA	MU	PA	PR	SK	ST	TR	VI			
	Hottentotte (Pamflet)								✓								
	Hottentotte	SK 71									✓						
	Hottentotte	TR 66											✓				
LATEGAN E.H.W.	Die Hottentotte	572 LAT	✓														
	Patrys Jan, 1975 p. 15	P/PAT		✓													
BOYCE A.	Erfenis van die verlede	968 BOY	✓														
BAINES T.	My travels in the interior	PR572.9681BAI													✓		
	Population groups in SA	VD/SO 7148														✓	

Kyk Bylae D vir 'n vorm wat benut kan word.

(2) Aankoop van items op die *Mediagids* (par. 3.4.4.3)

Items kan regstreeks op TOD 68-bestelvorms aangekoop word. Spesifieke prosedures sal gereeld in elke uitgawe van die *Mediagids* opgeneem word.

(3) Aankoop van items nie op die *Mediagids* nie

Vir hierdie items moet vooraf goedkeuring by die Onderwysmediadiens verkry word (par. 3.4.3.1). Spesifieke prosedures word gehanteer soos in (2) hierbo.

3.4.7.3 Aanvangsvoorraad

Departementele beleid *(Handleiding...*, par. 37.1.3 (1) (b))

"Die aanvangsvoorraad vir nuwe skole bestaan uit die basiese parate naslaanwerke, vakliteratuur, verhale en beskikbare oudiovisuele programmatuur. Sodra 'n skool oor die nodige akkommodasie en personeel beskik, vra die hoof die aanvangsvoorraad aan."

Na ontvangs van aanvangsvoorraad reël die hoof vir 'n besoek van die media-adviseur om voorligting te gee.

3.4.7.4 Sentrale Verskaffing van boeke, tydskrifte en oudiovisuele programmatuur

Departementele beleid *(Handleiding...*, par. 37.1.3 (1) (c))

"Daar word jaarliks 'n aantal boeke en/of oudiovisuele programme vir bepaalde vakke aan skole verskaf. Die vakkomitees kies die boeke en programmatuur en die Onderwysmediadiens plaas die bestellings en behartig die versending aan skole.

Staande intekening op tydskrifte, wat deur die vakkomitees gekies word, word ook vir skole gereël. Hierdie titels word vroegtydig bekend gestel, sodat skole se eie tydskrifintekening daarby kan aansluit."

Prosedures vir erkenning van ontvangs en opname in mediavoorraad word by elke besending ingesluit.

3.4.8 Aanskaffing van mediavoorraad : oudiovisuele apparatuur

3.4.8.1 *Katalogus van die mediasentrum*

(1) Oudiovisuele apparatuur wat as buitengewone items (B/E) aan skole voorsien word, is in die *Katalogus van die mediasentrum* opgeneem. Die voorskrifte in die *Katalogus...* moet noukeurig gevolg word.

(2) Prosedure vir beraming en aanskaffing (par. 3.2.3)

(a) Die items wat nodig is, moet op die *Beramingsvorm...* ingevul en vir goedkeuring na die media-adviseurs gestuur word.

(b) Daar word aanbeveel dat skole wat apparatuur uit eie fondse wil aankoop, die Onderwysmediadiens vir advies nader.

3.4.9 Aanskaffing van voorraad vir die onderwysersnaslaanversameling

Fondse word nie spesifiek vir die onderwysersnaslaanversameling voorsien nie. Die hoof en mediakomitee hanteer aanbevelings en beraam vir aankope. Die titels hoef nie vir goedkeuring voorgelê te word nie. Indien daar spesifieke behoeftes is, kan die Onderwysbiblioteek om advies gevra word, of die bronne kan uitgeleen en geëvalueer word voordat finaal op aanskaffing besluit word. In die uitbou van die voorraad van die onderwysersnaslaanversameling moet steeds in gedagte gehou word dat die Onderwysbiblioteek oor 'n ruim mediavoorraad vir onderwysersgebruik beskik en dat slegs boeke wat gereeld nodig is, vir die versameling aangekoop behoort te word.

3.4.10 Evaluering van mediavoorraad

Om te verseker dat die mediavoorraad aan vereiste standaarde voldoen, is dit nodig dat ten minste twee vergaderings van die mediakomitee elke jaar hoofsaaklik gewy word aan die evaluering van die mediavoorraad aan die hand van al die voornoemde aspekte en dat die mediaprogram en werkprogramme dienooreenkomstig aangepas word.

3.5 ORGANISERING VAN DIE MEDIAVOORRAAD

L.W.: Volledige prosedures vir die organisasie van die mediavoorraad is vervat in *Prosedures vir die organisasie van die mediavoorraad*, 'n handleiding vir mediapersoneel.

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3.5.1 Inleiding

Die organisering van die mediavoorraad bestaan uit 'n reeks prosedures en tegnieke wat hoofsaaklik administratief van aard is. Dit is egter noodsaaklik dat mediapersoneel (par. 3.1.4 - 3.1.7) wat hiermee behulpsaam is, deeglik deur die media-onderwyser in spesifieke aspekte opgelei word en dat daar gereeld leiding gegee en beheer uitgeoefen word.

Die organisasie van die mediavoorraad is 'n omvattende en deurlopende taak wat die mediakomitee goed moet beplan en gereeld moet evalueer, ook t.o.v. voldoende mediapersoneel en die nodige kontinuïteit.

Die kort samevatting wat volg, is vir die gebruik van die hoof en mediakomitee in hulle bestuur-, beplanning-, beheer- en evalueringfunksies. By die implementering in die mediasentrum moet die volledige prosedures, hierbo genoem, gevolg word.

3.5.2 Ontvangs van mediavoorraad

3.5.2.1 Gedrukte media en oudiovisuele programmatuur

Nadat die professionele aspekte vir evaluering (par. 3.4.3), aanskaffing en bestelling (par. 3.4.7) van die mediavoorraad afgehandel is, word beplan vir die administratiewe aspekte.

Dit is raadsaam om te reël dat die mediasentrumvoorraad in die mediasentrum onder toesig van die media-onderwyser ontvang en gekontroleer word. Die boeke word teen die fakture en bestellys gekontroleer en albei word afgemerk. Die media-onderwyser kyk of die regte titels volgens *Mediagids*volgnommers gelewer is en volg ongerymdhede op. Twee afskrifte van die faktuur word na die administratiewe kantoor (par. 3.1.5) vir afhandeling gestuur. Die ander afskrif word saam met die bestellys in die organisasieléer geliasseer.

Tydskrifte waarop die skool inteken, word soos boeke gehanteer.

3.5.2.2 Oudiovisuele apparatuur

Oudiovisuele apparatuur voorsien deur die Transvaalse Onderwysdepartement word in die mediasentrum deur die onderwyser verantwoordelik vir voorraad in die skool en die assistent-media-onderwyser verantwoordelik vir apparatuur (par. 3.1.4.2) ontvang. Voordat vir ontvangs geteken word, moet seker gemaak word dat die aflewering volledig is en dat handleidings ingesluit is.

Apparatuur wat die skool self bestel, moet ook noukeurig gekontroleer word. Die leweransier kan ook gevra word om die apparatuur uit te pak, aanmekaar te sit en 'n demonstrasie te gee sodat dit gereed is vir gebruik.

3.5.3 Aanwins- en voorraadregisters

3.5.3.1 Aanwinsregister vir boeke (TOD 357)

Boeke word in die aanwinsregister opgeneem en aan elke boek word 'n aanwinsnommer vir die betrokke jaar, bv. 89/63, toegeken. Die aanwinsregister is 'n permanente rekord van die mediavoorraad waarin afskrywings aangedui en jaarlikse opsommings van die voorraad gemaak word. Dit dien as rekord en word vir die invul van die *Jaarstaat...* (TOD 162) gebruik.

3.5.3.2 Tydskrifregisterkaart (TOD 359)

'n Tydskrifregisterkaart word vir elke tydskrif, dié wat die skool self bestel en dié wat volgens sentrale intekening ontvang word, ingevul en ontvangs van nuwe nommers gereeld aangeteken. Die registerkaarte is 'n permanente rekord van tydskrifte wat die skool ontvang en moet sorgvuldig bygehou word.

3.5.3.3 Voorraadregisters vir oudiovisuele programmatuur en basiese materiaal

Oudiovisuele programmatuur word volgens soort in 'n voorraadregister opgeneem namate dit ontvang word. Die simbool vir die soort programmatuur en die aanwinsnommer vorm die standnommer vir huisvesting, bv. SK/19 vir die skyfieversameling, die 19de stel wat in die voorraadregister opgeneem is. Die voorraadregister is 'n permanente rekord waarin afskrywings aangedui en 'n jaarlikse opsomming gemaak word. 'n Voorraadregister moet ook vir verbruikbare basiese materiaal as rekord bygehou word.

3.5.3.4 Voorraadrekord vir oudiovisuele apparatuur

Die voorraadregister wat in die verlede gebruik is, word deur TOD 58-vorms vervang. TOD 4-voorraadkaarte word soos vir ander voorraad in die skool ingevul.

3.5.4 Organisering van gedrukte media

3.5.4.1 Boeke

(1) Fisiese voorbereiding

Die aanwinsnommer word volgens voorgeskrewe prosedures in die boek geskryf, die datumblad en sakkie ingeplak, die uitleenkaart ingevul en die letterwerk op die rug geskryf. Aspekte van die fisiese voorbereiding, soos die letterwerk, moet gereeld in stand gehou word.

(2) Katalogisering

Na ontvangs van die kataloguskaarte (aangevra op TOD 219) word die voorgeskrewe prosedures vir katalogisering gevolg; die media-onderwyser gee leiding en kontroleer. Kataloguskaarte vir outeur, titel en onderwerpe, asook vir voorraadopname, word voorberei vir die kaartkatalogus. Vir boeke wat nie in die *Mediagids* verskyn nie, is kataloguskaarte nie beskikbaar nie en die kaarte moet volgens katalogiseringsreëls self geskryf of getik word.

Die katalogisering van die mediavoorraad vir ontsluiting van inligting (par. 4.1) is 'n omvangryke en verantwoordelike taak wat ten alle koste in stand en op peil gehou moet word.

Indien daar enige twyfel bestaan oor die doelmatigheid van die katalogus, moet 'n adviseursbesoek aangevra word.

(3) Huisvesting

Boeke word in afdelings vir parate naslaanwerke, vakliteratuur, verhale, junior versameling en folioboeke op die toepaslike rakke volgens onderwerp (Deweynommer) vir vakliteratuur en alfabeties vir verhale gerangskik.

3.5.4.2 Tydskrifte

(1) Fisiese voorbereiding

Na aantekening op die tydskrifregisterkaart, word die tydskrif gestempel en vir gebruik beskikbaar gestel.

(2) Katalogisering

Kataloguskaarte word soos vir boeke aangevra. Katalogisering vir die outeur-, titel- en onderwerplaai word eenmalig gedoen. Tydskrifartikels word volgens voorgeskrewe prosedure in die onderwerpvolgorde ontsluit (par. 4.1.4.3).

(3) Sirkulering

Tydskrifte behoort na ontvangs vir 'n beperkte tyd vir kennisname aan vakonderwysers gesirkuleer te word en vir die merk van artikels wat in die onderwerpvolgorde vir aanvulling van die vakvoorraad opgeneem kan word.

(4) Huisvesting

Die jongste tydskrifnommers word alfabeties op die tydskrifrak vir gebruik uitgestal en ouer uitgawes word volgens jaargange in pamfletdose op boekrakke gehuisves.

3.5.4.3 Pamfletversameling

(1) Fisiese voorbereiding

Dit is belangrik dat die bron waaruit die pamflet of knipsel verkry is, volledig aangedui word. Pamflette, artikels, knipsels, kleiner prente, brosjures,ens. word in hanglêers volgens onderwerpe gerangskik. 'n Uitleenkaart word vir 'n hanglêer gemaak en dit word as 'n eenheid geleen.

(2) Katalogisering

Die pamfletversameling word deur skole self opgebou en verskil in 'n groot mate van skool tot skool. Kataloguskaarte word nie voorsien nie en die onderwerp van 'n hanglêer word volgens voorgeskrewe prosedures deur 'n onderwerpkaart in die katalogus ontsluit.

(3) Huisvesting

Die hanglêers vir die onderwerpe in die pamfletversameling word alfabeties in 'n vierlaai-liasseerkabinet vir gebruik gerangskik.

3.5.4.4 Koerante

Koerante word by ontvangs gestempel en artikels van waarde vir die pamfletversameling word met 'n regmerkie aangedui.

Koerante word op die koerantrak vir gebruik uitgestal vir 'n tydperk deur die skool bepaal. Voordat ou koerante vernietig word, moet gemerkte artikels uitgeknip en die naam van die koerant, datum van uitgawe en pagina aangedui word vir opname in die pamfletversameling.

3.5.5 Organisering van oudiovisuele programmatuur

3.5.5.1 Dekkende beginsels

Die meeste van die oudiovisuele programmatuur word nie individueel, bv. skyfie-vir-skyfie, georganiseer nie, maar volgens onderwerpe in stelle gegroepeer en daarvolgens georganiseer. Programmatuur soos grammofoonplate en videokassette word individueel georganiseer.

3.5.5.2 Organisering van soorte programmatuur

Die verskillende soorte media hieronder word fisies volgens voorgeskrewe prosedures voorberei, gekatalogiseer en in hanglêers, plastiekhouers, plastieksakke, ens. in kabinette gehuisves.

Die organisering van die oudiovisuele versameling verg baie tyd weens die groot verskeidenheid versamelings en die eiesoortige hantering van elk:

(1) Prente
(2) Transparante
(3) Strookfilms
(4) Skyfieklankprogramme
(5) Klankkassette
(6) Grammofoonplate
(7) Videokassette
(8) Films
(9) Rekenaarprogramme
(10) Multimediapakkette

Dit is dan ook die rede waarom 'n assistent-media-onderwyser vir dié aspek verantwoordelik gestel moet word (par. 3.1.4.3) en ook van leerling- en ouerhelpers gebruik gemaak behoort te word (par. 3.1.6 en 3.1.7).

3.5.5.3 **Basiese produksiemateriaal en ander benodigdhede**

Na behoeftebepaling, beraming en bestelling van basiese produksiemateriaal op die *Katalogus van die mediasentrum* (par. 3.2.2.2 en 3.2.4), word die voorraad in die mediasentrum ontvang, gekontroleer, volgens prosedures georganiseer en vir gebruik beskikbaar gestel.

Dieselfde prosedure geld ook vir ander benodigdhede soos skoonmaakmateriaal, verlengkabels, muurproppe, ens. (par. 3.2.3.3).

3.5.6 **Organisering van oudiovisuele apparatuur**

Apparatuur word na opname op voorraadkaarte fisies voorberei deur die skool se identifikasie daarop aan te bring en die standnommer, bv. die simbool en aanwinsnommer TP 1 vir truprojektor en 1 vir eerste een in die voorraad, daarop te skryf. Op die rak word dieselfde standnommer aangebring vir die huisvesting van die bepaalde truprojektor. Handleidings vir apparatuur word in ringlêers by die apparatuur gehuisves.

'n Register van onderdele wat aangekoop word, moet vir rekorddoeleindes bygehou word (par. 3.2.3.2).

3.5.7 **Organisering van die alfabetiese onderwerpkatalogus**

Die alfabetiese onderwerpkatalogus word saamgestel uit ingevulde kataloguskaarte vir alle gedrukte media en oudiovisuele programmatuur. Die katalogus bestaan uit outeur-, titel- en onderwerpvolgordes en stel die gebruiker in staat om verlangde inligting te vind. 'n Leeslys word ook vir verhale saamgestel.

Die voorraadopnamekaarte word in laaie in die werkkamer gehuisves.

3.5.8 **Organisering van 'n leenstelsel**

Die beskikbaarstelling van voorraad (par. 4.2) sluit in die gebruik van media in die mediasentrum onder toesig asook 'n goed georganiseerde leenstelsel. Prosedures en algemene riglyne vir toesig, leentye, leentydperke, aantal items en beperkings op lenings moet opgestel word (par. 2.3.3.4 (2)).

'n Eenvormige leenstelsel volgens voorgeskrewe prosedure moet gevolg en sirkulasiestatistiek bygehou word.

3.5.9 Instandhouding van mediavoorraad

In Mediagebruikersleiding en tydens ander opvoedingsgeleenthede moet leerlinge leiding ontvang in die korrekte hantering van boeke en ander media, sodat hulle dit met respek sal hanteer en goed sal versorg terwyl dit gebruik word. Die huisvesting moet skoon en stofvry wees, omdat stof die grootste vyand van die mediavoorraad in die mediasentrum is.

Boeke kan ingestuur word vir herbind of ook betyds versterk word nadat dit vir 'n tydperk gebruik is. Leerlinghelpers moet opgelei word om die boeke te kontroleer as dit weggepak word en dié te onttrek wat versorging nodig het.

Oudiovisuele programmatuur moet veral vry van stof, hitte en klammigheid gehuisves word en moet gereeld gekontroleer en in stand gehou word. Oudiovisuele apparatuur moet van stofomhulsels voorsien word, gereeld skoongemaak en volgens inligting aangedui op die TOD 58-vorms betyds versien word.

3.5.10 Voorraadbeheer in die mediasentrum

Daar moet doeltreffende beheer oor die mediasentrumvoorraad wees, bv. geen toegang sonder toesig nie. Die leenstelsel moet nie ruimte vir uitsonderings laat nie en vermiste voorraad moet onverwyld opgespoor word.

Voorraadopname moet jaarliks volgens departementele prosedures gedoen word.

3.5.11 Organisering van die onderwysersnaslaanversameling

'n Afsonderlike aanwinsregister word gebruik en die fisiese voorbereiding en organisering word volgens vasgestelde prosedures gedoen.

3.5.12 Verslaghouding

'n Organisasieliêer word saamgestel waarin verslag van die vordering in die verskillende aspekte van die organisasie van die mediavoorraad gehou word. Daar moet ook gereeld by mediakomiteevergaderings verslag van vordering met werkprogramme vir die organisasie van die mediavoorraad gedoen word.

3.5.13 Evaluering van die organisasie van die mediavoorraad

Vir doeltreffende beplanning van die organisasie van die mediavoorraad is gereelde evaluering van die peil wat gehandhaaf en vordering wat gemaak word, nodig. Die doelwitte wat vir werkprogramme vir die organisasie van die mediavoorraad gestel word, kan as evalueringskriteria dien. Alle aspekte van die organisasie behoort ook teen die vereistes hierbo gestel geëvalueer te word, sodat 'n geheelindruk van die stand van die organisasie verkry en aspekte vir opvolging geïdentifiseer kan word.

oooOooo

HOOFSTUK 4

BEPLANNING VIR DIE VOORSIENING VAN MEDIADIENSTE

4.1 ONTSLUITING VAN INLIGTING IN DIE MEDIASENTRUM

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4.1.1 Inleiding

'n Gebalanseerde en funksionele mediavoorraad kan eers werklik gebruik word as die inligting in die bronne vir die gebruiker toeganklik is. Die ontsluiting van inligting is die belangrikste, mees omvattende en gespesialiseerde mediadiens wat die mediasentrum moet voorsien, en wat deur die mediakomitee ingesluit moet word in die skoolmediabeleid (par. 2.3.3.4 (1)) en die mediaprogram (par. 2.4.3.2) en waarvoor werkprogramme (par. 2.4.3.3 (3)) opgestel en die *Prosedures vir die organisasie van die mediavoorraad* gevolg moet word.

Die ontsluiting van inligting behoort deeglik deur die mediakomitee beplan en beheer te word en die media-onderwyser moet daarvoor verantwoordelik gestel word. Die voorraad in die mediasentrum word toeganklik gemaak vir gebruik deur die alfabetiese onderwerpkatalogus, 'n leeslys vir verhale, bronnelyste vir bepaalde onderwerpe en uitstallings. Die mediakomitee beplan ook die betrokkenheid van die klas-/vakonderwysers in die toekenning van onderwerpe vir spesifieke klasse/vakke, die opstel van 'n leeslys vir verhale (taalonderwysers), die opstel van bronnelyste vir werkopdragte en hulp met vakuitstallings.

4.1.2 Klassifisering en katalogisering vir alfabetiese onderwerpkatalogus maak inligting beskikbaar vir gebruiker

4.1.2.1 Klassifisering

Die klassifisering van mediasentrumvoorraad verseker dat voorraad wat bymekaar hoort, saamgegroepeer word. Klassifisering word soos volg gedoen:

(1) In *groot groepe*, bv. gedrukte media en oudiovisuele programmatuur

(2) Volgens *soort voorraad*, bv. boeke, tydskrifte, oudiovisuele programmatuur en apparatuur

(3) Volgens 'n *spesifieke soort* medium, bv. parate naslaanwerke, vaklitteratuur, verhale, tydskrifte, pamflette, prente, transparante, kassette, strookfilms, skyfieklank-, video- en ander oudiovisuele programme

(4) Volgens die *Dewey-klassifikasiestelsel* wat inligting in 10 klasse met verdere onderafdelings van 10 verdeel sodat 'n spesifieke klassifikasienommer aan 'n onderwerp toegeken kan word. Sodoende word *boeke* wat oor dieselfde onderwerp handel by dieselfde nommer geklassifiseer en daarvolgens op die rakke gerangskik vir die gerief van die gebruiker

(5) Deur die *onderwerpe* waaroor die inhoud van 'n bron handel te bepaal vir ontsluiting op kataloguskaarte. Die onderwerpe word in die alfabetiese onderwerpkatalogus agter 'n *gidskaart* vir 'n *onderwerp saamgegroepeer* sodat alle soorte media wat inligting oor 'n onderwerp bevat, regstreeks vir die gebruiker toeganklik is.

Die klassifisering volgens die *Dewey-klassifikasiestelsel* word deur die Onderwysmediadiens in die *Mediagids* of op versoek van skole gedoen en 'n beperkte getal onderwerpe word aan 'n bron toegeken.

4.1.2.2 Katalogisering

Katalogisering is die proses waardeur 'n geordende lys van al die media in die mediasentrum opgestel en individuele bronne van inligting bekend gestel word. Katalogisering word soos volg gedoen:

(1) 'n *Kataloguskaart* met bibliografiese gegewens (outeur, titel, publikasiedatum, ens.) en onderwerpe of temas wat die inhoud aandui, vir elke item in die voorraad word voorsien

(2) Voldoende *duplikate van dié kataloguskaart* (ook bekend as 'n *eenheidskaart*) word gemaak en die *outeur* op die eerste kaart, die *titel* op die tweede kaart, die *onderwerpe* respektiewelik op die volgende kaarte *onderstreep*, en die *standnommer* op die voorraadkaarte

(3) Die kataloguskaarte word in *afsonderlike volgordes* volgens onderstreping van *outeur*, *titel* en *onderwerp* agter die betrokke *gidskaart* in die kataloguslaaie gerangskik, sodat die gebruiker volgens behoefte inligting kan bekom.

4.1.2.3 Die alfabetiese onderwerpkatalogus en 'n onderwerplys

Deur die alfabetiese onderwerpkatalogus word soveel inligting moontlik in die mediasentrum regstreeks toeganklik gemaak vir die gebruiker. Om dit te kan doen moet 'n *alfabetiese onderwerplys* opgestel en gereeld bygehou word. Dié *onderwerplys* bevat onderwerpe uit al die vaksillabusse, die buitekurrikulêre aktiwiteite en die persoonlike behoeftes en belangstellings van die leerlinge.

Vir die doeltreffende ontsluiting van inligting in bronne in die mediasentrum moet slegs onderwerpe wat in die onderwerplys opgeneem is, gebruik word.

Daar word in die vooruitsig gestel om mettertyd 'n *gestandaardiseerde onderwerplys vir skoolmediasentrums* op te stel vir gebruik by onderwysmediadienste en in skole.

4.1.3 Onderwysmediadiens : Gesentraliseerde inligtingontsluitingsdienste aan mediasentrums

4.1.3.1 Die *Mediagids* (par. 3.4.4)

Die *Mediagids* word deur mediakundiges wat spesialiseer in skoolvakke, ander vakgebiede, klassifisering en katalogisering, opgestel. In die *Mediagids* word die korrekte bibliografiese gegewens vir elke item opgeneem, klassifikasienommers voorsien en die inhoud deur 'n annotasie en onderwerpe ontsluit. 'n Volgnommer word aan elke inskrywing in die *Mediagids* toegeken (par. 3.4.4.1).

4.1.3.2 Sentrale Katalogiseringsdiens

(1) Mediagidsvoorraad

Stelle kataloguskaarte word slegs vir voorraad in die *Mediagids* opgeneem, verskaf en word op TOD 219 van die Onderwysmediadiens aangevra.

Na ontvangs van nuwe voorraad en die kontrole van die fakture, moet die kataloguskaarte regstreeks bestel word sodat die nuwe voorraad so spoedig moontlik vir gebruik beskikbaar is (par. 3.5.4 en 3.5.5).

(2) Voorraad nie in die *Mediagids* nie

Katalogisering van voorraad nie in die *Mediagids* nie, moet deur die media-onderwyser self gedoen word volgens die riglyne in die *Prosedures vir die organisasie van die mediasentrum*. Dit geld ook vir oudiovisuele programme wat die skool self vervaardig.

4.1.3.3 Bibliografieë en geleentheidslyste

(1) Mediagidsvoorraad vir leerlinggebruik

Vakbibliografieë en geleentheidslyste word gereeld aan skole gestuur om vakvoorraad doelgerig uit te bou en betyds bronne vir spesiale geleenthede aan te skaf bv. vir jaartemas.

(2) Onderwysbiblioteekvoorraad vir onderwysergebruik

Vakbibliografieë om onderwysers bekend te stel aan beskikbare voorraad in die Onderwysbiblioteek word vir indiensopleidingkursusse opgestel en uitstallings gehou.

Bibliografieë vir onderwerpe, bv oudiovisuele programmatuur en jaartemas word ook opgestel. Die vakbibliografieë en geleentheidslyste word aan skole gestuur en behoort by ontvangs in die onderwysersnaslaanversameling opgeneem te word. Daarna moet dit aan die betrokke onderwysers gesirkuleer word sodat kennis geneem kan word van die ryk verskeidenheid onderwysmedia wat beskikbaar is.

4.1.4 Inligtingontsluiting in die mediasentrum

4.1.4.1 Onderwerplys (par. 4.1.2.3)

Die mediakomitee maak in die skoolmediabeleid voorsiening vir die analise van sillabusse en die saamstel van 'n onderwerplys, asook vir die opstel van 'n werkprogram (par. 2.4.3.3 (3)) vir die ontsluiting van inligting in die mediasentrum as deel van die mediaprogram (par. 2.4.3.2). Die media-onderwyser konsolideer die lyste van vakonderwerpe uit die sillabusse in een alfabetiese volgorde en vul dit aan met onderwerpe oor buitekurrikulêre aktiwiteite en onderwerpe waarin leerlinge persoonlik belangstel. Nuwe onderwerpe word bygevoeg volgens behoefte.

4.1.4.2 Die alfabetiese onderwerpkatalogus

Die kataloguskaarte wat van die Sentrale Katalogiseringsdiens bestel word, word na ontvangs voorberei vir opname in die alfabetiese onderwerpkatalogus.

Nadat die aanwinsnommer van die skool op al die kaarte geskryf is, word die outeur en titel respektiewelik op afsonderlike kaarte onderstreep en in die outeur- en titelvolgorde opgeneem. Daarna word die onderwerpe wat reeds toegeken is, onderstreep op afsonderlike kaarte en in die onderwerpvolgorde gerangskik. Die voordeel van onderwerpontsluiting is dat die media-onderwyser 'n bron verder volgens die behoeftes van die skool kan ontsluit. Nog onderwerpe uit die onderwerplys kan toegeken en op al die bestaande kaarte en addisionele kaarte wat geskryf word, bygevoeg word. Na die nodige onderstreping van onderwerpe word die kaarte in die alfabetiese onderwerpkatalogus opgeneem.

Vakonderwysers kan behulpsaam wees met die toekenning van onderwerpe vir nuwe voorraad volgens sillabusbehoeftes as die voorraad regstreeks na ontvangs aan hulle gesirkuleer word.

4.1.4.3 Tydskrifte

Tydskrifte word ontleed en bruikbare artikels vir opname in die onderwerpkatalogus geselekteer. Onderwerpe uit die *onderwerplys* word aan die artikels toegeken. Die onderwerpe word op die kataloguskaarte vir 'n spesifieke nommer van die tydskrif geskryf en in die onderwerpkatalogus agter die betrokke gidskaarte gerangskik.

4.1.4.4 Pamfletversameling

'n Onderwerpkaart word vir elke hanglêer gemaak en in die onderwerpkatalogus agter die betrokke gidskaart gerangskik.

4.1.4.5 'n Leeslys vir verhale

Leerlinge ontvang leesleiding in die mediasentrum en word gemotiveer om te lees vir genot en ontspanning. 'n Leeslys op kaarte volgens die genre (bv. prenteboek, familieverhaal) en temas van die boek moet opgestel word in samewerking met die taalonderwysers om leesleiding te vergemaklik. Die gretige leser kan self boeke uit die leeslys kies wat hy wil lees. Die kaarte vir die leeslys word volgens onderwerpe agter die betrokke gidskaarte gerangskik.

4.1.4.6 Bronnelyste

(1) Mediasentrumvoorraad

Inligting word verder ontsluit deur bronnelyste vir 'n bepaalde onderwerp en/of werkopdrag wat die klas-/vakonderwyser in samewerking met die media-onderwyser opstel (par. 5.2.2.3). Die bronnelyste moet in lêers bewaar word sodat dit weer gebruik en bygewerk kan word.

(2) Ander inligtingbronne

Gegewens van bronne wat elders geleen is, bv. die Onderwysbiblioteek en/of die Nasionale Filmoteek, moet ook in die bronnelys opgeneem word om later weer te gebruik.

Dit is ook nuttig om inligtingbronne in eie omgewing in die bronnelys op te neem, bv. in die openbare biblioteek, museum, geskiedkundige plekke, feeste, skoue, uitstallings, natuurreservate, nywerhede en interessante persoonlikhede. Dié inligting moet voortdurend gekontroleer en vir doeltreffende inligtingontsluiting bygewerk word.

4.1.4.7 Uitstallings

(1) In die mediasentrum

Gereelde uitstallings van nuwe aanwinste, of vir vakke, jaartemas, stokperdjies (wat leerlinge self uitstal), ens. stel die voorraad in die mediasentrum op 'n ander wyse bekend en bring die gebruiker by die bron self. 'n Bronnelys van die media wat uitgestal is, moet geskikbaar wees sodat bronne van belang gemerk kan word vir latere gebruik.

(2) In die klaskamer

Uitstallings in die klaskamer gee die onderwyser geleentheid om die verskillende soorte media en die gebruik daarvan aan die leerlinge bekend te stel en hulle te motiveer om oor die vak te lees of inligting in te win, ook wyer as dit wat die sillabusse dek. Bronnelyste behoort beskikbaar te wees, sodat aantekeninge gemaak en prioriteite vir latere gebruik gestel kan word.

4.1.5 Evaluering van inligtingontsluiting in die mediasentrum

Die mediakomitee beplan vir die gereelde evaluering van die doeltreffendheid van inligtingontsluiting in die mediasentrum. 'n Vraelys oor die vind van inligting in die mediasentrum kan opgestel en deur van die onderwysers en leerlinge in rotasie beantwoord word. Behoeftes wat nog bestaan, kan sodoende geïdentifiseer en in verdere beplanning ingesluit word.

4.2 BESKIKBAARSTELLING VAN MEDIAVOORRAAD AAN GEBRUIKERS

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4.2.1 Inleiding

Dit is noodsaaklik dat die gebruikers van die mediasentrum moet weet dat die voorraad op bepaalde tye vir gebruik beskikbaar is. Die mediakomitee maak voorsiening vir die beskikbaarstelling in die skoolmediabeleid (par. 2.3.3.4 (2)) en die mediaprogram (par. 2.4.3.2), formuleer die leenbeleid en stel leenprosedures op.

4.2.2 Leenbeleid

In die leenbeleid word bepaal wanneer die mediasentrum oop is vir gebruik, vir watter aktiwiteite voorsiening gemaak moet word, bv. leentye en -prosedures; verskaffing van mediadienste en wie daarvoor verantwoordelik is; en diens en toesig in die mediasentrum voor skool, gedurende pouses en na skool.

4.2.3 Mediapersoneel en leerlinghelpers (par. 3.1)

Die media-onderwyser is verantwoordelik vir die voorsiening van mediadienste en oefen beheer uit oor *beskikbaarstelling van voorraad* wat deur 'n assistent-media-onderwyser (par. 3.1.4.1) en leerlinghelpers gehanteer word. Die nodige opleiding moet gedoen en gereelde kontrole uitgeoefen word. Aandag moet ook gegee word aan die wyse waarop en gesindheid waarin dienste gelewer word: vriendelik, geduldig, hulpvaardig,ens.

4.2.4 Rooster vir die mediasentrum en mediagebruik

Die beplanning vir die voorsiening van mediadienste en die gebruik van media konfronteer die mediakomitee met die feit dat die mediasentrum *'n belangrike infrastruktuur vir mediagebruik* bied waarvoor tyd in die skoolrooster ingeruim moet word.

Die mediakomitee doen die beplanning van die tydtafel in sy geheel sodat alle aspekte ingepas en oorvleueling voorkom kan word.

Vir die beskikbaarstelling van media behoort die tydtafel vir die volgende voorsiening te maak:

- Tye wanneer die mediasentrum vir gebruik oop is: voor skool, gedurende skooltyd, pouses en in die namiddag
- Leentye vir alle gebruikers: leerlinge, onderwysers en bepaalde klasse, bv. junior primêre en hulpklasse

Die tye word aan alle gebruikers op die kennisgewingborde van die mediasentrum, klaskamers, personeelkamer, ens. bekend gestel.

4.2.5 Leenstelsel en -prosedures

4.2.5.1 Leenstelsel

Die mediakomitee beplan vir die implementering van die leenstelsel *(Prosedure vir die organisasie van die mediasentrum)* volgens eie behoeftes en omstandighede en bepaal die leentydperke vir bepaalde soorte voorraad, bv.:

- Alle vakliteratuur en verhale mag geleen word; nie meer as 'n bepaalde getal op 'n keer nie.
- Parate naslaanwerke mag slegs vir 'n spesifieke les(se) vir klaskamergebruik geleen word en oornag vir spesiale behoeftes.
- Programmatuur word vir klaskamergebruik geleen vir integrering met lesse, maar behoort daarna weer beskikbaar te wees vir gebruik in die mediasentrum.

Verder moet die getal bronne en leentydperk vir 'n bloklening vir die mediahoekie in die junior primêre klasse en vir bloklenings vir mediagebruik in die ander klasse bepaal word. Die leenstelsel vir apparatuur moet voorsiening maak vir langtermyngebruik (bv. oorhoofse projektors) en vir korttermyngebruik, afhangende van beskikbare voorraad.

Daar moet ook beplan word vir verlenging van die leentydperk, bespreking van boeke deur individuele gebruikers en die reservering van mediabronne in die mediasentrum vir die duur van bepaalde werkopdragte.

4.2.5.2 Leenprosedure

Vir die vlot funksionering van die leendiens moet 'n leenprosedure vir die skool, gebaseer op die departementele leenprosedure, opgestel word vir gebruik deur die betrokke mediapersoneel en onderwysers. Die leenprosedure behoort te bepaal hoe:

- Uitleenkaarte ingevul word
- Leerlinghelpers die kaarte en datumbladsy stempel
- Boeke terugbesorg word

- Die fisiese toestand by terugbesorging gekontroleer word
- 'n Lening verleng of 'n bron bespreek word
- Uitleenkaarte gerangskik word
- Uitstaande lenings gehanteer word
- Bloklenings uitgesoek en geleen word en wat die verantwoordelikhede van die betrokke onderwysers is
- Sirkulasiestatistiek gehou word
- Apparatuur geleen word en wat die verantwoordelikheid van die onderwyser is

4.2.6 Evaluering van beskikbaarstelling van voorraad aan gebruikers

Die beskikbaarstelling van voorraad is 'n mediadiens wat deurlopend geevalueer en aangepas moet word, bv. 'n toename in mediagebruik beïnvloed die voorsiening van mediapersoneel, die rooster, die leenbeleid en -prosedures.

4.3 BEKENDSTELLING VAN DIE MEDIASENTRUM, MEDIAVOORRAAD EN MEDIADIENSTE

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4.3.1 Inleiding

'n Minder bekende maar noodsaaklike mediadiens is die bekendstelling van en reklame vir die mediasentrum en mediagebruik. Die mediakomitee maak in die skoolmediabeleid (par. 2.3.3.4 (3)) en die mediaprogram (par. 2.4.3.2) vir die bekendstelling voorsiening en beplan 'n werkprogram wat met die skoolprogram geïntegreer kan word.

Die beplanning vir die bekendstelling van die mediasentrum, mediavoorraad en mediadienste sluit in behoeftebepaling, doelstellings en moontlike strategieë en tegnieke wat gebruik kan word. 'n Subkomitee (par. 2.2.2.3), bestaande uit onderwysers en leerlinge wat die aanleg en belangstelling het, kan benoem word om onder leiding van 'n lid van die mediakomitee vir dié mediadiens verantwoordelik te wees. Die subkomitee stel werkprogramme op vir voorlegging aan die mediakomitee, sien toe dat die mediasentrum, -voorraad en -dienste by die verskillende skoolaktiwiteite geïntegreer word en is behulpsaam met die gebruik van media vir spesifieke skoolprojekte, vir groter trefkrag en vir doeltreffendheid.

4.3.2 Behoeftebepaling

Vraelyste of kompetisies oor die mediasentrum, -voorraad en -gebruik, waarby leerlinge, onderwysers en ouers gesamentlik en afsonderlik betrek word, is 'n vertrekpunt vir die identifisering van die behoeftes waarin voorsien moet word. Ander metodes is onderhoude op steekproefgrondslag; fyn waarneming van leerlinge, onderwysers en ouers as mediagebruik ter sprake is; opnames van die aard, omvang en frekwensie van mediasentrum- en mediagebruik; toets van gesindhede van onderwysers, ens.

4.3.3 Teikengroepe

Leerlinge, onderwysers, ouers en in 'n mindere mate die gemeenskap is die teikengroepe vir die bekendstellingprogramme. Dit is belangrik dat die behoeftes van die onderskeie groepe ontleed en by die beplanning van werkprogramme in ag geneem word, en dat bepaal word watter strategieë en tegnieke vir bepaalde teikengroepe aangewend kan word.

Daar kan ook gedifferensieer word binne 'n teikengroep, bv. 'n spesifieke standerd, vak, belangstelling en gebeurtenis. Algemene en deurlopende programme is ingestel op al die teikengroepe, en spesifieke programme soos bv. fondsinsameling op die ouers, maar met betrokkenheid van leerlinge en onderwysers. Oudervereniginge kan betrek word deur 'n *Komitee vir die Mediasentrum*, wat uit belangstellende ouers saamgestel is, en in vennootskap met die subkomitee en mediakomitee funksioneer.

4.3.4 Doelstellings en moontlike strategieë en tegnieke

4.3.4.1 Doelstellings

Die algemene doelstelling is die aktiewe bekendstelling van die mediasentrum, -voorraad en -dienste. Spesifieke doelwitte om in geïdentifiseerde behoeftes te voorsien, kan gestel word en bepaalde strategieë en tegnieke kan gebruik word om die doelwitte te bereik.

'n Belangrike vertrekpunt in die beplanning is 'n 'bekendstellingsveldtog' waarin beklemtoon word dat die doelstellings van die mediasentrum, die kurrikulum en die skool ooreenkom en onderling komplementêr is. Die 'veldtog' kan ook benut word om die ouers en die gemeenskap in te lig en aansluiting te vind. So 'n bekendstellingsaksie kan lei tot begrip, betrokkenheid en 'n mate van media-verantwoordelikheid.

4.3.4.2 Strategieë en tegnieke

Vir agtergrond is dit nodig om navorsing te doen oor strategieë en tegnieke wat moontlik toegepas kan word. Die mediakomitee kan bv. aan die subkomitee of 'n lid van die mediakomitee en leerlinge opdrag gee om te gaan kyk watter strategieë en tegnieke in die handel gebruik word vir reklame en verkope en om voorstelle vir die praktiese toepassing daarvan in die bekendstelling van die mediasentrum, -voorraad en -gebruik voor te lê.

4.3.4.3 Moontlike doelstellings, strategieë en tegnieke

(1) Om die deurlopende aandag op die mediasentrum as wesenlike deel van die funksionering van die skool te vestig deur middel van die volgende:

- Duidelike en kleurvolle wegwysers na en in die mediasentrum om gebruikers se belangstelling te wek, hulle welkom te laat voel en uit te nooi tot gebruik - oordeelkundige afwisseling van wegwysers kan die aandag weer opnuut vestig
- Plakkate, biljette en advertensies op strategiese plekke en tye

(2) Om die mediasentrum, -voorraad en -dienste te 'verkoop' of te 'bemark' deur middel van die volgende:

- Kort stimulerende tekendstellingprogramme aan nuwe media, bv. 'n slagspreuk en kort oorsig van gebruiksmoontlikhede vir elke soort medium of van media in die algemeen as inleiding tot die bekendstelling aan nuwe voorraad
- Vaste geleenthede, bv. skoolopening vir kort reklame vir die verskillende aspekte van mediagebruik - variasie en vindingrykheid is noodsaaklik om te kan slaag
- Uitstallings om temas en vakke, vir aktuele gebeure en vir spesifieke geleenthede, bv. oueraande en skoolfunksies

(3) Om bepaalde mediadienste om die beurt bekend te stel deur middel van die volgende:

- Kennisgewings, plakkate, advertensies
- Skyfieklankprogramme, kassetopnames en grafiese voorstellings
- Demonstrasies

(4) Om die funksionering van die mediasentrum te verduidelik en gebruik te bevorder deur middel van die volgende:

- Skyfieklankprogramme - resente skyfies behoort gebruik te word sodat met bekende leerlinge en onderwysers geassosieer kan word

° Vloeidiagramme op kennisgewingborde, transparante, ens.

° Kennisgewings: program vir die week, spesiale geleenthede/programme

(5) Om die mediavoorraad stelselmatig bekend te stel en gebruikers bewus te maak van die nodige vaardighede om dit te kan gebruik bv. deur middel van die volgende:

° Vasvrawedstryde en kompetisies gebaseer op die gebruik van parate naslaanwerke of ander voorraad

° Boekvoorlesings, skyfieklank- en videovertonings, luisterprogramme vir verhale, leeskringe, musiek, ens.

° Temadae, -weke, -aande, bv. temas uit sillabusse, sport- en ander aktiwiteite, soorte voorraad of aspekte daarvan soos koerante, tydskrifte, advertensies

° Demonstrasies van gebruik van media, bv. oudiovisuele apparatuur en programmatuur

° Aankondigings van en reklame vir bogenoemde moontlikhede

(6) Om die gebruikers te stimuleer en te motiveer en mediagebruik te bevorder deur die volgende:

° Suksesvolle gebruik van media in 'n les of 'n geslaagde werkopdrag te deel

- met onderwysers by vak- en/of personeelvergaderings en
- met leerlinge in ander standerds, klasse en vakke deur bv. 'n uitstalling in die mediasentrum of 'n klasbespreking daaroor

° Opname in 'n nuusbrief of rubriek van skoolkoerant om voordele van mediagebruik te illustreer en ook onder die aandag van die ouers te bring

(7) Om die mediasentrum, -voorraad en -gebruik by skoolfunksies en toepaslike gemeenskapsaktiwiteite pertinent onder die aandag te bring deur demonstrasies, uitstallings en vindingryke programme en projekte.

(8) Om maandeliks of kwartaalliks 'n medianuusbrief uit te gee waarin van die voornoemde doelstellings gestel word en waarin 'n verskeidenheid strategieë en tegnieke gebruik word vir die bekendstelling daarvan.

4.3.4.4 Samevatting

Die doelstellings, strategieë en tegnieke wat genoem is, dien slegs as voorbeelde. Strategieë en tegnieke wat by een doelstelling genoem is, kan ook suksesvol vir die bereiking van ander doelstellings gebruik word en is dus geensins aan 'n bepaalde doelwit gekoppel nie. Daar is nog baie ander doelstellings wat gestel en strategieë en tegnieke wat aangewend kan word in die beplanning van werkprogramme, en die moontlikhede moet verder ontgin word.

4.3.5 Evaluering van die bekendstelling van die mediasentrum, mediavoorraad en mediadienste

Dit is noodsaaklik dat die mediakomitee op hoogte bly van die vordering met die werkprogramme vir die bekendstelling van die mediasentrum, mediavoorraad en mediadienste en die nodige beheer uitoefen.

Die mediakomitee evalueer elke werkprogram na afhandeling en gee wenke vir verbetering en/of verdere uitbouing.

4.4 INLIGTING- EN KONSULTASIEDIENSTE

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4.4.1 Inleiding

Mediadienste word nie in isolasie voorsien nie en is onderling afhanklik van en aanvullend tot mekaar. Inligting- en konsultasiedienste leun swaar op die mediadienste in par. 4.1 - 4.3 genoem en word deurlopend aan individuele en kleingroepgebruikers voorsien in die tye wanneer die mediasentrum vir gebruik oop is.

Dit is 'n veeleisende taak en verg

- 'n grondige kennis van die funksionering van die mediasentrum, -voorraad en -gebruik;
- goeie menseverhoudings; en
- die vermoë om onderbrekings te hanteer.

Bogenoemde is onontbeerlik vir suksesvolle mediagebruik.

Inligting- en konsultasiedienste sluit aan by Mediagebruikersleiding (par. 5.1) en bied belangrike opvoedingsgeleenthede aan die media-onderwyser en assistent-media-onderwyser wat behulpsaam is. Leerlinghelpers word verder opgelei om met basiese inligtingsdienste (katalogusgebruik, vind van bronne, ens.) behulpsaam te wees.

Die aard en omvang van inligting- en konsultasiedienste sal afhang van die omstandighede en behoeftes van elke skool. Aanvanklik kan die dienste tot die noodsaaklikste beperk word, en namate mediagebruik toeneem en behoeftes uitbrei, kan dit uitgebou word tot gevorderde en omvangryke inligting- en konsultasiedienste.

Die mediakomitee maak in die skoolmediabeleid (par. 2.3.3.4 (4)) en -mediaprogram (par. 2.4.3.2) voorsiening vir inligting- en konsultasiedienste, stel 'n werkprogram vir deurlopende dienste, en waar nodig, spesifieke werkprogram(me) vir uitbreiding of nuwe projekte op. In die beplanning van die werkprogram moet veral aandag gegee word aan voldoende personeel en tyd vir die voorsiening van hierdie professionele dienste as voorvereiste vir doeltreffende mediagebruik.

4.4.2 Inligting- en konsultasiedienste aan leerlinge

Hierdie dienste sluit die volgende in:

4.4.2.1 Die skepping van 'n gesellige atmosfeer in die mediasentrum waar gebruikers welkom voel, gesindhede gevorm, kontak gemaak en vertroue gewen kan word, en waar die media-onderwyser kan uitreik na die gebruikers

4.4.2.2 Informele bekendstelling van die funksionering van die mediasentrum, die soorte voorraad, waar dit gehuisves word en hoe media uitgeleen kan word

4.4.2.3 Praktiese hulp met gebruik van die onderwerpkatalogus, die simbole vir die verskillende soorte media en die vind daarvan op die rakke en in kabinette

4.4.2.4 Gereelde inskerping van inligting- en mediavaardighede terwyl dit toegepas word op die vind en benutting van inligting, leesopdragte en die gebruik van oudiovisuele apparatuur

4.4.2.5 Praktiese leiding in die keuse van media vir 'n bepaalde doel, bv. vir die vind van inligting, naslaanwerk, lees, kyk en luister

4.4.2.6 Skepping van geleenthede om media alleen te gebruik, saam met maats of saam met onderwysers, volgens behoefte

4.4.2.7 Leiding om te vorder van 'n afhanklike tot 'n onafhanklike gebruiker wat weet hoe om bronne op te spoor, inligting te lokaliseer, te verwerk en aan te bied

4.4.2.8 Bespreking van inligting- en leesbehoeftes met individuele gebruikers, analise van behoefte/probleem, identifisering van onderwerp vir 'n inligtingsoektog, beplanning van soektog, die vind, verwerking en benutting vir aanbieding van inligting; opstel van bronnelyste

4.4.2.9 Bystand met vervaardiging van programmatuur, vir werkopdragte, seleksie van medium (media) en die aanwending daarvan

4.4.3 Inligting- en konsultasiedienste aan onderwysers

Hierdie dienste sluit die volgende in:

4.4.3.1 Die skepping van 'n atmosfeer waar kollegas welkom voel, hulle vertroue gewen, in hulle inligting- en ander behoeftes voorsien word en die grondslag vir spanwerk in mediagebruik gelê kan word

4.4.3.2 Samewerking in die gereelde sifting en uitbou van vakvoorraad en ontsluiting daarvan

4.4.3.3 Bystand in die seleksie van media vir 'n bepaalde les, voorskou, evaluering, opstel van bronnelys, saamstel van mediabloklening en beskikbaarstelling van apparatuur

4.4.3.4 Samewerking in die ontwikkeling van inligting- en mediavaardighede in die mediasentrum en in die klaskamer; oorlegpleging oor gemotiveerde toepassing van vaardighede

4.4.3.5 Professionele leiding om media effektief in die onderrig te gebruik sodat die gebruiksmoontlikhede van onderwysmedia ontgin kan word

4.4.3.6 Voorsiening van geleenthede vir kreatiewe werk in die beplanning van mediagebruik in 'n les, mediaseleksie, differensiëring (werkkaarte) en vervaardiging van programmatuur om nuwe leergeleenthede en -ervaring aan leerlinge te bied

4.4.3.7 Samewerking in die beplanning van werkopdragte, die opstel van werkkaarte en die produksie van onderrigmedia waarvoor die mediavoorraad benut kan word

4.4.3.8 Skepping van geleenthede om met kollegas gedagtes te wissel oor resultate wat bereik is, en om suksesse wat behaal is en ervarings met mekaar te deel (vennootskap) ter bevordering van mediagebruik

4.4.3.9 Benutting van mediavakgroepvergaderings om ervarings te deel, selfvervaardigde programme te evalueer en uit te ruil en skaars bronne in 'n komprehensiewe eenheid te deel

4.4.4 Evaluering van inligting- en konsultasiedienste

Die evaluering van inligting- en konsultasiedienste kan deurlopend deur die mediakomitee gedoen word, bv. by terugrapportering oor mediagebruik in die les of vir werkopdragte kan die dienste telkens geëvalueer word. Tydens informele mediagebruik behoort evaluering van die dienste ook plaas te vind.

4.5 INDIENSOPLEIDING EN VOORLIGTING IN MEDIAGEBRUIK

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4.5.1 Inleiding

Indiensopleiding en voorligting verskil van die ander mediadienste omdat dit ten doel het om voorsiening te maak vir die beplande bywoning en benutting van indiensopleidingkursusse en ander -geleenthede sodat 'n voorligtingprogram vir opvolging en implementering van die inhoude van kursusse, ens. beplan kan word.

Die mediakomitee sorg derhalwe dat indiensopleiding en voorligting in die skoolmediabeleid (par. 2.3.3.4 (5) en die -mediaprogram (par. 2.4.3.2) ingesluit is, en dat 'n voorligtingsprogram(me) opgestel en met die jaarprogram van die skool geïntegreer word.

4.5.2 Indiensopleiding

4.5.2.1 Jaarlikse program vir oriëntering- en streekkursusse en hoofdesimposia

(1) Media in die onderwys

Die mediakomitee neem kennis van kursusse oor media in die onderwys wat aangebied word, benoem 'n verteenwoordiger wat die kursus moet bywoon en gee leiding in die terugrapportering wat verlang word. Na afloop van die kursus word verslag gedoen aan die mediakomitee wat dan reël vir die oordrag van die kursusinhoud aan die res van die personeel en vir die insluiting van tersaaklike aspekte in die voorligtingprogram.

(2) Skoolvakke

Die mediakomitee versoek die betrokke departemenshoof om te reël dat die kursusganger na afloop van die kursus terugrapporteer oor lesings wat oor mediagebruik gehandel het, sodat beplanning vir verdere implementering, indien nodig, gedoen kan word.

Die mediakomitee neem kennis van vakbibliografieë en uitstallings tydens kursusse en sluit dit in by die werkprogram vir voorraadbou vir die betrokke vak. Die media-onderwyser stel die mediakomitee in kennis sodra die finale stel kursuslesings en vakbibliografieë vir opname in die Onderwysersnaslaanversameling ontvang is, sodat die betrokke departementshoof kan beplan vir die gebruik daarvan vir onder andere die indiensopleiding van die vakonderwysers.

(3) Hoofdesimposia

Die hoof, as voorsitter van die mediakomitee, stel die lesings oor die professionele bestuur van mediasentrums en mediagebruik en ander aspekte bekend sodat 'n werkprogram vir implementering opgestel kan word.

4.5.2.2 Ander indiensopleidinggeleenthede

(1) Die superintendent van onderwys: akademies gee indiensopleiding in vak-mediagebruik en die departementshoofde dra die inligting oor aan die mediakomitee vir verdere implementering, indien nodig.

(2) Die superintendent van onderwys: kring gee indiensopleiding op makro-vlak oor mediasentrums en mediagebruik aan die hoof en media-onderwyser, wat terugrapporteer aan die mediakomitee vir kennisname en beplanning vir verdere implementering.

(3) Die media-adviseurs gee indiensopleiding oor alle aspekte van die media-sentrum en mediagebruik op mikrovlak tydens skoolbesoeke, by mediavakgroepe en by werksessies, en doen aanbevelings vir opvolging deur die media-komitee. Hulle is die media-onderwyser ook behulpsaam met die beplan-ning en implementering van 'n voorligtingprogram in die mediasentrum.

(4) By onderwysersentrums word volgens geïdentifiseerde behoeftes indiens-opleiding in mediagebruik gegee. Die mediakomitee neem kennis van die geleenthede en versoek personeellede om die byeenkomste by te woon en terugvoering te gee vir moontlike opvolging.

4.5.3 Voorligting

4.5.3.1 Voorligtingprogram vir nuwe onderwysers

Die mediakomitee beplan 'n voorligtingprogram vir nuwe onderwysers wat oor die belangrikste aspekte van die mediasentrum en -gebruik handel bv. die mediabeleid, -program en werkprogramme, die integrering van media in 'n les en werkopdragte. Die mediakomitee besluit watter lede van die komitee die voorligting gee, wanneer en hoe lank dit gaan duur.

4.5.3.2 Voorligtingprogram vir onderwysers in die verskillende aspekte van mediagebruik

Die mediakomitee versoek die komiteelede om te bepaal wat die behoeftes van die onderwysers is en om daarvolgens prioriteite te stel vir die beplanning van 'n voorligtingprogram wat gereeld (bv. maandeliks) aan-gebied kan word. Onderwerpe soos die integrering van media in 'n les, die beplanning en evaluering van werkopdragte, die ontwikkeling van media- en inligtingvaardighede, die hantering en gebruik van oudiovisuele apparatuur en die produksie van programmatuur behoort deurlopend aandag te kry.

Die mediakomitee besluit wie die voorligtingprogram aanbied, sorg vir rotasie en oefen beheer uit. Die voorligtingprogram behoort gedifferensieerd aangebied te word om vir elementêre en meer gevorderde behoeftes voorsiening te maak. Die Onderwysmediadiens kan genader word om werksessies op bv. die meer gevorderde vlak in komprehensiewe eenhede aan te bied.

4.5.4 Evaluering van indiensopleiding en voorligting in mediagebruik

Die voorligtingprogram moet deurlopend geëvalueer word sodat die nodige aanpassings gemaak kan word, ook vir opvolging van kursusse of werksessies wat bygewoon is.

oooOoooo

HOOFSTUK 5

BEPLANNING VIR MEDIAGEBRUIK

5.1 MEDIAGEBRUIKERSLEIDING

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5.1.1 Inleiding

Die gebruik van 'n verskeidenheid media vir onderrig en leer verg doelgerigte en progressiewe leiding in die ontwikkeling van die nodige media- en inligtingvaardighede by leerlinge, d.w.s. Mediagebruikersleiding. Dit is dus nodig dat die mediakomitee 'n duidelike begrip sal hê van die doelstellings, inhoud en praktiese benadering van die *Program vir Mediagebruikersleiding* en oortuig sal wees van die belangrike en onontbeerlike lewenstoerusting wat dit aan leerlinge bied.

Teen dié agtergrond beplan die mediakomitee vir die onderrig van Mediagebruikersleiding in die skoolmediabeleid (par. 2.3.3.5 (1)) en die mediaprogram (par. 2.4.3.2). Werkprogramme en prosedures vir die implementering van die mediabeleid en -program vir Mediagebruikersleiding in die skool moet opgestel word met die oog op die volle betrokkenheid van alle onderwysers sodat aan alle leerlinge die voorreg van mediagebruik gebied kan word.

'n Kort samevatting van die doelstellings van die *Program vir Mediagebruikersleiding*, die inhoud, die basiese media- en inligtingvaardighede en die onderlinge verband tussen die komponente word as riglyne vir die beplanning deur die mediakomitee gegee.

5.1.2 Die *Program vir Mediagebruikersleiding*

5.1.2.1 Die plek van die *Program*... of 'sillabus' in die skoolkurrikulum Mediagebruikersleiding is nie 'n eksamenvak nie en word weens sy eiesoortige inhoud en aanbieding dikwels in isolasie onderrig en nie met die kurrikulum van die skool geïntegreer nie. Die mediakomitee moet dus in die beplanning vir die onderrig van Mediagebruikersleiding ook voorsiening maak om die noodsaaklikheid van leiding in mediagebruik in die mediasentrum en in die klaskamer aan die onderwysers oor te dra sodat hulle gemotiveerd aan werkprogramme kan deelneem.

5.1.2.2 Doelstellings

Die *Program vir Mediagebruikersleiding* gee uitvoering aan die doelstellings van die mediasentrum en -gebruik. Die besondere doelstellings van die *Program...* is die volgende:

(1) Om die leerlinge in die mediasentrum te oriënteer en hulle bekend te stel met die soorte media en die dienste wat die mediasentrum bied

(2) Om leiding aan die leerlinge te gee in die persoonlike hantering en gebruik van die media in die mediasentrum

(3) Om deur planmatige gebruik van 'n verskeidenheid media die leerlinge toe te rus met die vaardighede om inligting in die mediasentrum, in boeke en in ander media te vind

(4) Om deur gemotiveerde mediagebruik die leerlinge gaandeweg te lei om die vaardighede van luister, waarneem, lees, vertolk en weergee te bemeester en toe te pas, in die skool en tuis

(5) Om in samewerking met die vakonderwysers leesleiding te gee aan klasse, groepe en individuele leerlinge met die oog op lees vir genot en vir inligting

(6) Om in noue samewerking met die vakonderwysers die vakonderrig te ondersteun en te verryk met 'n verskeidenheid media

(7) Om die grondslag te lê vir die doeltreffende gebruik van media vir onderrig en leer in die klaskamers

(8) Om die leerlinge toe te rus om die mediasentrum, media tuis, openbare biblioteke, museums, ens. met vrug te gebruik vir leer en ontspanning (Verwys ook bl. 5, 10, 22, 34 en 42 van die *Program...* vir die doelstellings met Mediagebruikersleiding in die onderskeie skoolfases en vir spesiale skole en klasse)

Mediagebruikersleiding moet progressief in die verskillende skoolfases en standerds onderrig word en aanpas by die ontwikkeling en vermoëns van die leerlinge.

Die betrokkenheid van en samewerking met die vakonderwysers maak deel uit van die doelstellings en is 'n voorvereiste vir die suksesvolle onderrig en toepassing van Mediagebruikersleiding wat ook in die vakbeleid vir alle vakke ingesluit behoort te wees.

5.1.2.3 Inhoud

(1) Die *Program vir Mediagebruikersleiding* bestaan uit drie komponente met besondere klem op die ontwikkeling van media- en inligtingvaardighede en die toepassing daarvan:

"A. **ORIËNTERING VAN DIE GEBRUIKER IN DIE MEDIASENTRUM**

A1. Bekendstelling met die soorte bronne: gedrukte en oudiovisuele media

A2. Oriëntering in die huisvesting, ordening en gebruik van media

B. **ONTWIKKELING VAN GEBRUIKERSVAARDIGHEDE**

B1. Vaardigheid in die vind van bronne deur die gebruik van die kaartkatalogus, bronnelyste, leeslyste, bibliografieë en uitstallings

B2. Vaardigheid in die gebruik van die hulpmiddels in 'n bron vir die vind van inligting: bibliografiese hulpmiddels; ordening van inhoud: inhoudsopgawes, woordelyste, registers, gidswoorde en grafiese materiaal

B3. Vaardigheid in die gebruik van die media:

B3.1 Vaardigheid om media te gebruik deur te luister, waar te neem en te lees

B3.2 Vaardigheid om sinvol te vertolk as geluister, gekyk, gelees en beleef word

B3.3 Vaardigheid om te selekteer en te sistematiseer

B3.4 Vaardigheid om inligting, gedagtes, ervarings, ens. aan te bied

B3.5 Vaardigheid om die bronne wat gebruik is, te dokumenteer

C. **TOEPASSING VAN VAARDIGHEDE**

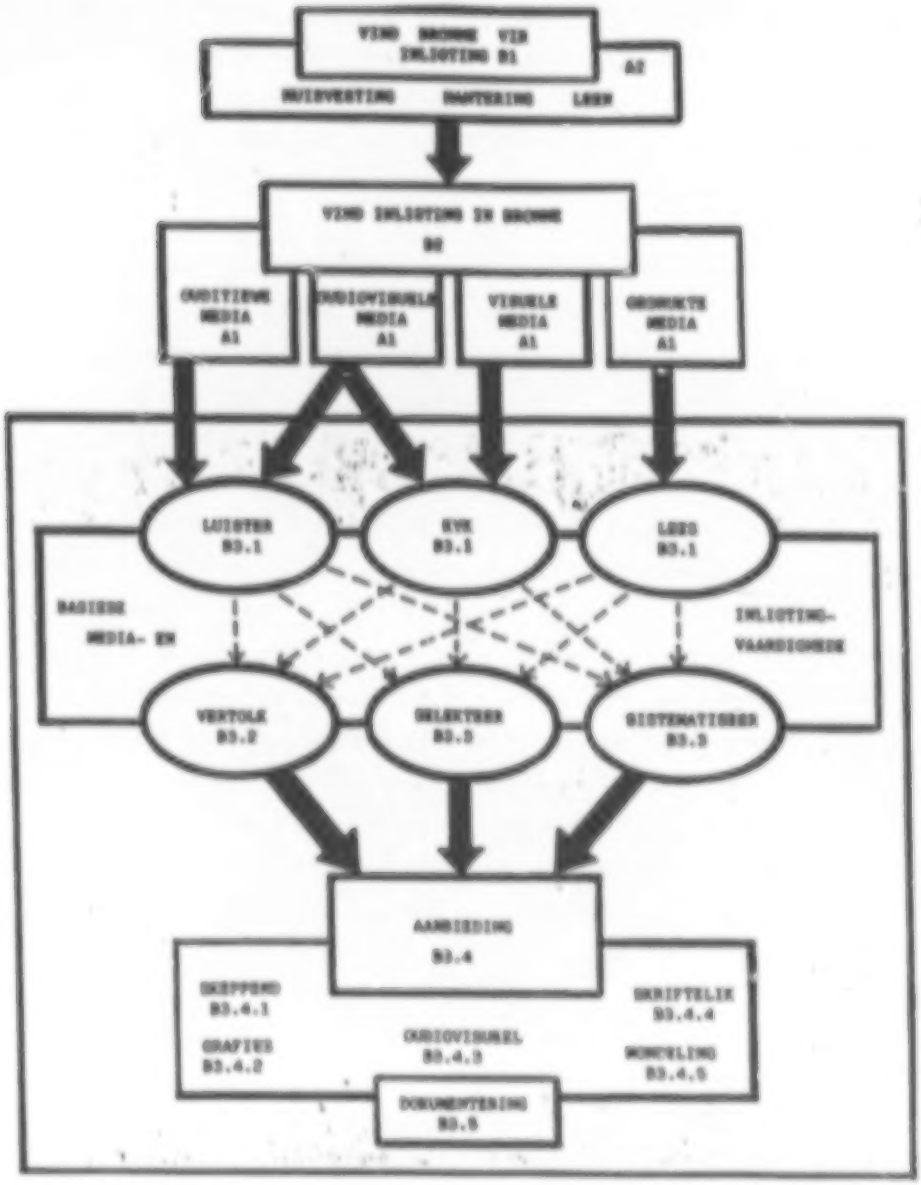
C1. In die mediasentrum word die vaardighede toegepas tydens die periodes vir Mediagebruikersleiding en wanneer die media selfstandig deur die leerlinge gebruik word

C2. In die vakonderrig word die vaardighede toegepas tydens die gebruik van die media deur die onderwyser en leerlinge in die onderrig- en leergebeure

C3. Die vaardighede word ook toegepas in die persoonlike gebruik van media deur die leerlinge, d.w.s. in nie-kurrikulêre aktiwiteite, tydens mediagebruik tuis en wanneer openbare biblioteke, museums, ens. besoek word". *(Program...*, bl. 4)

(2) Die *basiese* media- en inligtingvaardighede is vervat in komponent B3 en sluit in die vaardighede van luister, kyk en lees vir die vind van inligting; die vertolking, selektering, sistematisering en aanbieding van inligting en die dokumentering van bronne.

Dié *basiese* media- en inligtingvaardighede kan slegs ontwikkel word as die leerlinge bekendgestel word aan die soorte voorraad in die mediasentrum (komponent A1), georiënteer word in die huisvesting, hantering en uitleen van mediavoorraad (komponent A2), oor die vaardighede beskik om bronne wat die inligting bevat, te vind (komponent B1) en vertroud is met die hulpmiddels beskikbaar om die inligting in die bronne te vind (komponent B2).



Basiese media- en inligtingvaardighede en die gebruik van die mediasentrum en -voorraad

5.1.3 Die onderrig van Mediagebruikersleiding

5.1.3.1 In die mediasentrum

Die mediakomitee maak in die skoolmediabeleid (par. 2.3.3.5 (1)) voorsiening vir onderrigperiodes vir Mediagebruikersleiding volgens die riglyne in die handleidings vir primêre, sekondêre en spesiale onderwys. Die media-onderwyser is verantwoordelik vir die onderrig van Mediagebruikersleiding gedurende die weeklikse periodes in die mediasentrum vir die *senior primêre* en *junior sekondêre skoolfase* (par. 3.1.3).

Die media-onderwyser beheer en koördineer die onderrig van Mediagebruikersleiding in die *junior primêre* en *senior sekondêre skoolfase* en gee leiding aan die onderwysers in die ontwikkeling van media- en inligtingvaardighede en die integrering van dié vaardighede met die klasonderrig.

5.1.3.2 In die klaskamer

- Mediagebruikersleiding in die *junior primêre skoolfase* is met die klasonderrig geïntegreer. 'n Aantreklike en kleurvolle mediahoekie moet in elke klaskamer ingerig word vir die huisvesting van 'n bloklening wat deur die klasonderwyser in samewerking met die media-onderwyser geselekteer is om by die werkskemas aan te sluit. Die leerlinge besoek die mediasentrum weeklikse, tweeweeklikse of maandelikse, volgens roosterbeplanning, saam met die klasonderwyser vir oriëntering in die mediasentrum. Die klasonderwyser in samewerking met die media-onderwyser gee leiding aan die leerlinge om boeke te kies en te leen om tuis te lees.
- Die onderwysers in die *senior primêre* en *junior sekondêre skoolfase* stel by die media-onderwyser vas oor watter mediavaardighede die leerlinge beskik en hoe dit verder ontwikkel kan word. In die beplanning vir die gebruik van media in 'n les en vir werkopdragte, asook in die seleksie van die media vir die bronnelys in samewerking met die media-onderwyser, word die vaardighede waaroor die leerlinge beskik, in ag geneem.
- Vir die voortgesette onderrig van Mediagebruikersleiding in die *senior sekondêre skoolfase* word ten nouste met die media-onderwyser saamgewerk en leseenhede beplan vir die gereelde inskerping van media- en inligtingvaardighede tydens mediagebruik in 'n les en vir werkopdragte. Die leerlinge behoort die mediasentrum gedurende vakperiodes een of meer keer per kwartaal, volgens roosterbeplanning saam met die vakonderwyser, te besoek vir die bekendstelling aan meer gevorderde voorraad en die konsolidasie van media- en inligtingvaardighede onder leiding van die media-onderwyser (par. 4.4.2 en 4.4.3).

5.1.3.3 Vakbeleid, werkskema, voorbereiding en verslag

In die *Handleiding vir algemene skoolorganisasie* (1986), hoofstuk 6, word riglyne vir vakbeleid, werkskema, voorbereiding en verslag gegee. Die werkskema vir die onderrig van Mediagebruikersleiding bestaan uit 'n reeks leseenhede vir 'n jaar vir die progressiewe ontwikkeling van bepaalde media- en inligtingvaardighede in die verskillende standerds. Die getal lesperiodes wat aan 'n leseenheid gewy word, sal afhang van die vordering wat gemaak word en moet in die verslag van die mediaonderwyser aangedui word.

5.1.4 Toepassing van media- en inligtingvaardighede

Die ontwikkeling van media- en inligtingvaardighede en leiding in mediagebruik het slegs betekenis as dit gemotiveerd toegepas word (par. 5.1.2.3 (1), komponent C van *Program...*).

Die mediakomitee maak in werkprogramme (kyk voorbeeld op bl. 81en 82) vir die formele onderrig van Mediagebruikersleiding voorsiening, asook vir die informele onderrig deur gereelde leiding in mediagebruik en die toepassing van media- en inligtingvaardighede, kurrikulêr en buitekurrikulêr.

5.1.5 Indiensopleiding

Oriënterings- en streekkursusse vir die onderrig van Mediagebruikersleiding word gereeld aangebied en die volledige stelle kursuslesings is beskikbaar in die onderwysersnaslaanversameling.

Die media-adviseurs gee pertinente aandag aan die onderrig van Mediagebruikersleiding tydens skoolbesoeke en gee indiensopleiding in opvolging van die kursusse wat aangebied is.

Verder word indiensopleiding ook gegee by werksessies, mediasaamtrekke en mediavakgroepvergaderings.

5.1.6 Evaluering van onderrig van Mediagebruikersleiding

Tydens vergaderings van die mediakomitee word gereeld verslag gedoen van die vordering met Mediagebruikersleiding en die toepassing daarvan in die opvoedkundige program van die skool. Die werkprogramme word deurlopend geëvalueer sodat doeltreffendheid bepaal kan word en daar beplan kan word om in leemtes te voorsien.

VOORBEELD VAN 'N WERKPROGRAM

WERKPROGRAM 4/1989 : MEDIAGEBRUIKERSLEIDING

DATUM OPGESTEL : 1989.02.27

DOELWIT	ONDERWYSERS BETROKKE	WERKPROSEDURE	DATUM	
			Begin	Voltooi
1. Om die Program vir Mediagebruikersleiding doeltreffend in al die klasse te implementeer	Mediakomitee	1. Program vir Mediagebruikersleiding		
		1.1 Bespreek die doelstellings en inhoud van die program, bepaal prioriteite en reël vir die nodige onderrigperiodes.		
	Mediaonderwyser	1.2 Stel 'n vakbeleid op vir bekendstelling tydens 'n personeelvergadering.		
		1.3 Stel 'n opsomming op van die mediavaardighede wat die leerlinge in die onderskeie standerds behoort te bemeester of met die oog op aansluiting by vakmediagebruik.		
	Departementshoofde Vakverteenwoordigers Mediakomitee	1.4 Reël om tydens vakvergaderings die integrering van mediagebruik met die vakbeleid te bespreek.		
		1.5 Bespreek ontwikkeling en toepassing van mediavaardighede in die verskillende vakke.		
		1.6 Evalueer die vordering met Mediagebruikersleiding aan die einde van elke termyn.		
2. Om die Program vir Mediagebruikersleiding in die junior primêre en senior sekondêre skoolfase te implementeer	Departementshoofde Onderwysers	2.1 Junior primêre skoolfase		
		2.1.1 Beplan in samewerking met die mediaonderwyser hoe Mediagebruikersleiding met die sillabusse geïntegreer kan word.		
		2.1.2 Beplan besoeke aan die mediasentrum saam met die klasonderwyser en teken aan op die rooster van die mediasentrum.		
	Departementshoofde Vakonderwysers Media-onderwyser	2.2 Senior sekondêre skoolfase Beplan in samewerking met die media-onderwyser hoe Mediagebruikersleiding verder ingeskerp en gevorderde bronne bekend gestel kan word.		
	Mediakomitee	2.3 Evalueer vordering aan die einde van elke termyn saam met 1.6.		

DOELWIT	ONDERWYSERS BETROKKE	WERKPROSEDURE	DATUM	
			Begin	Voltooi
3. Om Mediagebruikersleiding in die senior primêre en junior sekondêre skoolfase in gereelde periodes te onderrig	Media-onderwyser	3.1 <u>Senior primêre en junior sekondêre skoolfase</u> 3.1.1 Werkskema en voorbereiding Beplan werkskema en leseenhede vir onderrig van Mediagebruikersleiding sodat mediavaardighede progressief en opeenvolgend ontwikkel kan word.		
	Departementshoofde Vakonderwysers	3.1.2 Toepassing van mediavaardighede Beplan saam met media-onderwyser hoe mediavaardighede in die klasonderrig toegepas kan word, stel 'n algemene prosedure op en doen verslag aan mediakomitee. 3.2 Evalueer verslae wat ontvang is en koördineer met 1.6 en 2.3.		
4. Om leiding in informele mediagebruik volgens behoeftes aan leerlinge en onderwysers te gee (par. 4.3)	Mediakomitee	4.1 <u>Informele mediagebruik</u> 4.1.1 Bepaal die aard en omvang van die behoeftes aan informele leiding in mediagebruik by onderwysers en leerlinge.		
	Mediakomitee Mediaonderwyser Assistent-mediaonderwyser	4.1.2 Beplan leiding in mediagebruik aan individuele onderwysers/leerlinge of aan groepe gebruikers, gedurende skoolure en daarna, en stel 'n diensrooster op.		
	Mediakomitee	4.2 Evalueer en koördineer saam met 1.6, 2.3 en 3.3.		

5.2 KURRIKULÊRE MEDIAGEBRUIK

5.2.1	**Inleiding**	83
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5.2.5	**Indiensopleiding**	88
5.2.6	**Evaluering van kurrikulêre mediagebruik**	88

5.2.1 Inleiding

Deur die professionele bestuur van die mediasentrum en mediagebruik in die skool (hfst. 2), die beplanning vir die funksionering van die mediasentrum (hfst. 3), die voorsiening van mediadienste (hfst. 4) en die onderrig van Mediagebruikersleiding (par. 5.1) is 'n infrastruktuur vir effektiewe kurrikulêre mediagebruik geskep. Die mediakomitee maak in die skoolmediabeleid (par. 2.3.3.5 (2)) en mediaprogram (par. 2.4.3.2) spesifiek vir kurrikulêre mediagebruik voorsiening nadat aan al bogenoemde komponente aandag gegee is. Vir die implementering van die mediaprogram kan 'n algemene werkprogram vir kurrikulêre mediagebruik (kyk voorbeeld op bl. 84) en spesifieke werkprogramme vir fases en vakke volgens eiesoortige behoeftes opgestel word.

5.2.2 Riglyne vir beplanning van kurrikulêre mediagebruik

In die beplanning van kurrikulêre mediagebruik kan ten nouste aangesluit word by die verskillende komponente van die skoolmediabeleid (par. 2.3.2) met beklemtoning van die toepaslike aspekte.

5.2.2.1 Vakbeleid

Volgens die *Handleiding vir algemene skoolorganisasie*, hoofstuk 6, (par. 6.2.4 (8)) moet in elke vakbeleid voorsiening gemaak word vir die gebruik van die mediasentrum. Elke vakbeleid moet 'n verklaring van voorneme bevat om

- media doelgerig met die onderrig te integreer in ooreenstemming met die skoolmediabeleid;
- mediagebruik in die onderrigprogram in te sluit in aansluiting by die mediaprogram; en
- om 'n werkprogram vir die besondere behoeftes van die sillabus op te stel.

VOORBEELD VAN WERKPROGRAM

WERKPROGRAM 5/1989 : KURRIKULÊRE MEDIAGEBRUIK

DATUM OPGESTEL : 1989.03.06

DOELWIT	ONDERWYSERS BETROKKE	WERKPROSEDURE	DATUM	
			Begin	Voltooi
1. Om media doelgerig met lesse te integreer	Departementshoofde Vakverteenwoordigers	1.1 Vakbeleid Analiseer bestaande vakbeleid tydens vakvergaderings en bepaal by watter aspekte mediagebruik ingepas kan word; beplan toepassing.		
	Onderwysers	1.2 Integrering van media in 'n les Bespreek die beplanning vir die integrering van media in 'n les en die gebruik daarvan in een of meer fases van 'n les tydens vakvergaderings; beplan toepassing.		
	Mediakomitee	1.3 Evaluering en koördinering Evalueer vordering wat gemaak is, reël dat resultate met kollegas gedeel word (vak- en/of personeelvergaderings) en beplan hoe kurrikulêre mediagebruik gekoördineer en uitgebou word.		
2. Om mediavaardighede in 'n spesifieke vak/fase te ontwikkel en toe te pas	Onderwysers	2.1 Vakmediavaardighede 2.1.1 Identifiseer mediavaardighede wat veral op die vak van toepassing is.		
	Mediaonderwyser	2.1.2 Stel vas watter mediavaardighede leerlinge reeds deur die onderrig van Mediagebruikersleiding bemeester het.		
	Albei	2.1.3 Selekteer die medium/media met die oog op ontwikkeling en toepassing van vaardighede, bv. vir differensiasie (groepwerk) in die klaskamer en werkopdragte.		
	Departementshoofde	2.1.4 Gee deurgaans leiding by vakvergaderings en individueel en doen verslag aan mediakomitee.		
	Mediakomitee	2.2 Koördinering en evaluering Neem kennis van verslae, evalueer en koördineer saam met 1.3 hierbo.		

5.2.2.2 Vakvoorraad

Vir doelgerigte gebruik van media in die verskillende vakke is 'n voldoende en funksionele vakvoorraad (par. 3.4) 'n voorvereiste. Volgens die skoolmediabeleid (par. 2.3.3.3 (4)), die mediaprogram (par. 2.4.3.2) en die werkprogramme, is die onderwysers betrokke by die uitbou van die vakvoorraad (par. 2.4.3.3 (2)) en die ontsluiting van inligting in die mediasentrum (par. 2.4.3.3 (3)).

Die departementshoof- en vakverteenwoordigers beplan tydens vakvergaderings die betrokkenheid van die onderwyser by die daarstel en ontsluiting van vakvoorraad wat in die vakbehoeftes voorsien (par. 3.4.6.2). In die proses leer die onderwyser die voorraad ken en kan die beplanning vir die integrering van media in 'n les en vir werkopdragte op die beskikbare media gebaseer word.

5.2.2.3 Gebruik van beskikbare mediadienste

Die onderwyser maak gebruik van die alfabetiese onderwerpkatalogus om vas te stel watter bronne beskikbaar is vir bepaalde onderwerpe, stel bronnelyste op (par. 3.4.6.2 (c) en 4.1.4.6) en reël vir beskikbaarstelling van die voorraad (par. 4.2.5.1) nadat van die inligting- en konsultasiedienste wat die media-onderwyser bied (par. 4.4.3.3 - 4.4.3.7), gebruik gemaak is.

5.2.2.4 Aansluiting by die *Program vir Mediagebruikersleiding*

Die onderwyser stel vas oor watter media- en inligtingvaardighede die leerlinge in 'n bepaalde standerd reeds beskik en beplan in noue samewerking met die media-onderwyser hoe aansluiting gevind kan word tydens mediagebruik in die klaskamer (par. 5.1.3.2 en 5.1.4).

5.2.3 Riglyne vir integrering van media in 'n les

5.2.3.1 Wanneer die onderwyser besig is om lesdoelwitte te formuleer en leerinhoude te selekteer, hou hy beide die leerling se vermoëns en die onderwysmedia wat hy sal nodig kry om sy doelwitte te bereik, in gedagte.

5.2.3.2 Hy selekteer die media wat hy wil gebruik uit die *bronnelys* (par. 3.4.6.2 (c)) volgens hul *eienskappe* (par. 3.4.2), *gebruiksmoontlikhede* (par. 3.4.3.3) en die *media- en inligtingvaardighede* waaroor die leerlinge beskik (par. 5.1.3.2 en 5.1.4).

5.2.3.3 Die onderwyser besluit wanneer media gebruik gaan word, bv.:

- As inleiding tot 'n les
- Om feitlike inligting oor te dra
- Vir ontwikkeling van bepaalde mediavaardighede (visuele, ouditiewe, oudiovisuele, of verwerking, sistematisering en aanbieding van inligting)
- Vir differensiasie (bv. groepwerk)
- Vir konsolidering van 'n les
- As aanvulling of verryking van die sillabus
- Vir kreatiewe selfwerksaamheid
- Om met ander vakke te korreleer

5.2.3.4 Die onderwyser beplan hoe media in die les gebruik gaan word, bv.:

- Om belangstelling te wek
- Deur aansluiting by vorige kennis, vaardigheid en leerervarings te vind
- Deur probleemstelling
- Deur nuwe inhoude te ontsluit: kognitief, affektief of psigomotories
- Deur kennis in te oefen en toe te pas
- Om houdings en gesindhede te vorm
- Om vaardighede te ontwikkel
- Om kritiese denke te bevorder
- Om selfstandig inligting te vind, te verwerk en aan te bied (par. 5.2.4)
- Om insig te kontroleer
- Om deur die gebruik van 'n verskeidenheid media, waarby soveel moontlik sintuie betrek word, dié leergeleenthede en -ervarings te bied wat die leerlinge toerus vir die eise wat die hantering van massa-inligting en tegnologiese ontwikkeling aan hulle stel

5.2.3.5 Die onderwyser evalueer die les deurlopend en na afloop daarvan deur bv. die volgende vrae te stel:

- Is die lesdoelwitte bereik?
- Het die media wat gebruik is, hiertoe bygedra?
- Is die regte media geselekteer?
- Is die media korrek gebruik en in die regte stadium?
- Het die media voorsiening vir leerlingdeelname gemaak?
- Is die doelwitte met werkopdragte (par. 5.2.4) bereik?
- Is terugvoering aan leerlinge oor hulle prestasie verskaf?

5.2.4 Riglyne vir werkopdragte aan leerlinge

5.2.4.1 Wanneer die onderwyser besig is met die beplanning vir die integrering van media in 'n les, beplan hy ook tersaaklike werkopdragte aan leerlinge.

5.2.4.2 Die onderwyser besluit wat die aard en omvang van die werkopdrag gaan wees, bv.:

- Vraag en antwoord vir vind van feite
- 'n Enkelvoudige opdrag oor 'n spesifieke onderwerp vir bv. groep- en klasbesprekings, kernagtige aantekeninge vir mondelinge werk, skriftelike of ander weergawe van feite
- Kort betekenisvolle opdragte, toegespits op die ontwikkeling van spesifieke media- en inligtingvaardighede
- Opdragte toegespits op die gebruik van 'n verskeidenheid media, met inagneming van die vaardighede waaroor leerlinge reeds beskik
- Meer omvattende opdragte oor 'n breë onderwerp, onderverdeel in aspekte met die oog op ontwikkeling van vaardighede om met begrip te lees, te luister en waar te neem; inligting te sistematiseer en in 'n gegewe vorm aan te bied (bv. skriftelik, mondeling, grafies, op band, skyfies of skyfieklankprogram) of volgens eie keuse
- Gedifferensieerde opdragte om 'n bepaalde onderwerp of aspek van die sillabus deur selfstudie te dek en met klasmaats te deel
- Leesopdragte wat handboeke aanvul om vrugbare klas- en groepbesprekings te stimuleer
- Opdragte gerig op gebruik van spesifieke naslaanbronne, bv. verskillende soorte woordeboeke, atlasse, konkordansies, ens. - elementêr tot gevorderd

5.2.4.3 Die onderwyser stel die werkopdrag, bronnelys en volledige instruksies op skrif sodat die leerlinge presies weet wat om te doen, wat die omvang moet wees en wanneer dit afgehandel moet word (kort werkopdragte geïntegreer met die klaskamerwerk behoort voorkeur te kry).

5.2.4.4 Die onderwyser gee deurgaans leiding aan leerlinge in samewerking met die media-onderwyser en gee voldoende tyd aan leerlinge om die opdrag in die mediasentrum en/of tuis te voltooi.

5.2.4.5 Die onderwyser evalueer die werkopdragte, gee konstruktiewe leiding aan leerlinge en motiveer hulle om selfstandig inligting te vind, te bemeester, krities te beoordeel en 'n eie standpunt in te neem.

5.2.5 Indiensopleiding

In sillabusse word die gebruik van die mediasentrum en onderwysmedia pertinent genoem of geïmpliseer. Tydens oriënterings- en streekkursusse word onderwysmedia in die aanbieding van referate gebruik en word ook leiding in die integrering van media in die onderrig van die vak gegee.

Deur uitstallings van beskikbare onderwysmedia vir onderwysers en leerlinge en die beskikbaarstelling van bibliografieë en geleentheidslyste tydens kursusse, word onderwysers op hoogte gehou van bruikbare vakvoorraad.

Superintendente van onderwys: akademies evalueer die gebruik van media tydens professionele besoeke en gee leiding volgens behoefte.

5.2.6 Evaluering van kurrikulêre mediagebruik

Tydens vakvergaderings word resultate met mediagebruik geëvalueer en beplanning vir verdere implementering gedoen. Departementshoofde en vakverteenwoordigers doen aan die mediakomitee verslag, wat reël vir terugrapportering by personeelvergaderings. Die algemene werkprogram en prosedures vir mediagebruik word ook geëvalueer en aangepas, waar nodig.

5.3 BUITEKURRIKULÊRE MEDIAGEBRUIK

5.3.1	Inleiding	88
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5.3.3	Evaluering van buitekurrikulêre mediagebruik	91

5.3.1 Inleiding

Die doelstelling met die mediasentrum en mediagebruik 'om die leerlinge toe te rus met die vaardighede en motivering om media produktief en sinvol te gebruik in die skool, tuis en later as volwassenes' (par. 1.1.2.3) kan nie verwesenlik word as met kurrikulêre mediagebruik volstaan word nie. Trouens, as die leerling deur kurrikulêre mediagebruik gestimuleer en toegerus word om selfstandig media te kan gebruik, behoort buitekurrikulêre en persoonlike gebruik vir eie behoeftes spontaan daaruit voort te vloei.

In die infrastruktuur wat vir mediagebruik voorsien is (par. 5.2.1), word ook voorsiening gemaak vir die buitekurrikulêre behoeftes van die leerlinge deur die betrokkenheid van die onderwysers wat vir dié aktiwiteite verantwoordelik is. Buitekurrikulêre mediagebruik vind in die besonder aansluiting by die bekendstelling van die mediasentrum, mediavoorraad en mediadienste (par. 4.3). Die media-onderwyser bied verder inligting- en konsultasiedienste aan leerlinge (par. 4.4.2) wat media vir eie behoeftes en belangstellings wil gebruik.

Om te verseker dat daar aandag gegee word aan die buitekurrikulêre en persoonlike behoeftes van leerlinge, maak die mediakomitee in die skoolmediabeleid daarvoor voorsiening (par. 2.3.3.5 (3)), word dit ingepas in die mediaprogram (par. 2.4.3.2) en word 'n werkprogram (kyk voorbeeld op bl. 90) vir implementering opgestel.

5.3.2 Riglyne vir beplanning van buitekurrikulêre mediagebruik

5.3.2.1 Buitekurrikulêre aktiwiteite : georganiseerde sport- en kulturele aktiwiteite

(1) Maak 'n lys van bogenoemde aktiwiteite en die verantwoordelike onderwysers.

(2) Formuleer die doelstellings met mediagebruik vir spesifieke aktiwiteite, bv.:

- Sport : om bepaalde tegnieke te demonstreer / om leerlinge te motiveer deur te lees oor en te kyk na die prestasies van bekende sportpersoonlikhede
- Redevoering/wiskunde-olimpiade/vasvrakompetisies oor die radio, ens. om die nodige bronne vir naslaanwerk en voorbereiding te voorsien
- Kulturele aktiwiteite : om te lees oor of te kyk na of om self media te vervaardig vir spesifieke programme wat aangebied word

(3) Stel 'n prioriteitslys op van die aktiwiteite wat in die werkprogram vir buitekurrikulêre mediagebruik ingesluit moet word.

(4) Maak seker dat daar bronne beskikbaar is vir die onderwerpe waaraan prioriteit gegee is.

(5) Maak gemotiveerde aanbevelings vir die stelselmatige aanvulling van die mediavoorraad om in die buitekurrikulêre behoeftes te voorsien.

(6) Beplan hoe mediagebruik gaan plaasvind en tref die nodige reëlings met die media-onderwyser, bv. die vertoning van 'n videoprogram; lees- of naslaanopdragte; vervaardiging van transparante/klankkassette/skyfieklankprogramme; uitstallings.

VOORBEELD VAN WERKPROGRAM

WERKPROGRAM 6/1989 : BUITEKURRIKULÊRE MEDIAGEBRUIK

DATUM OPGESTEL : 1989.05.29

DOELWIT	ONDERWYSERS BETROKKE	WERKPROSEDURE	DATUM	
			Begin	Voltooi
1. Om in die behoeftes vir buitekurrikulêre mediagebruik van leerlinge te voorsien	Mediakomitee	1.1 Bespreek noodsaaklikheid vir en moontlikhede van buitekurrikulêre mediagebruik deur leerlinge.		
	Onderwysers verantwoordelik vir sport en kulturele aktiwiteite	1.2 Identifiseer behoeftes en beplan buitekurrikulêre mediagebruik stelselmatig (verwys na Riglyne... par. 5.3.2); besluit op een of meer sportsoorte en/of kulturele aktiwiteite.		
	Media-onderwyser Assistent-media-onderwyser	1.3 Betrokke onderwysers en media-onderwysers ontgin moontlikhede vir bepaalde aktiwiteite en doen verslag.		
2. Om in die persoonlike behoeftes en belangstellings t.o.v. mediagebruik te voorsien	Mediakomitee	2.1 Identifiseer persoonlike behoeftes en belangstellings van leerlinge t.o.v. mediagebruik, bespreek hoe leerlinge gemotiveer kan word om media selfstandig vir eie behoeftes te gebruik en maak voorstelle om stelselmatig in behoeftes te voorsien.		
	Alle onderwysers Media-onderwyser Assistent-media-onderwyser	2.2 Bespreek voorstelle tydens personeelvergadering en bepaal prioriteite.		
	Mediakomitee	2.3 Stel riglyne op vir voorsiening in persoonlike mediabehoeftes van leerlinge. Evalueer vordering en koördineer waar nodig.		

5.3.2.2 Persoonlike behoeftes en belangstellings van leerlinge

(1) Moedig onderwysers aan om die leerlinge te motiveer om media selfstandig te gebruik om in persoonlike behoeftes en belangstellings te voorsien, en om raad en leiding aan individuele leerlinge te gee.

(2) Hou die media-onderwyser op hoogte van die behoeftes van die leerlinge sodat die nodige inligting- en konsultasiedienste gebied kan word.

(3) Maak seker dat die media-onderwyser in die onderrig van Mediagebruikersleiding die leerlinge motiveer om media te selekteer en te gebruik om in persoonlike behoeftes te voorsien.

(4) Staan die media-onderwyser by in die reël van besoeke aan die plaaslike openbare biblioteek en ander inligtingsentra as deel van die opvoedkundige uitstappies in die skoolprogram.

(5) Reël dat die media-onderwyser en/of die betrokke onderwysers aan die mediakomitee verslag doen oor leerlinge wat gretige mediagebruikers is en/of wat presteer het, vir moontlike bekendstelling aan klasmaats of alle leerlinge om selfstandige mediagebruik vir eie belangstelling te bevorder.

(6) Betrek ouers by die motivering van leerlinge deur die belangrikheid van selfstandige mediagebruik tuis, tydens oueraande of individuele gesprekke te beklemtoon.

5.3.3 Evaluering van buitekurrikulêre mediagebruik

Die mediakomitee evalueer of die doelstellings met beplande buitekurrikulêre mediagebruik bereik is en neem kennis van die aard en omvang van spontane buitekurrikulêre en persoonlike mediagebruik. Indien die resultate onbevredigend is, behoort die mediakomitee by die evaluering van die onderrig van Mediagebruikersleiding en kurrikulêre mediagebruik te let op moontlike leemtes in die ontwikkeling van media- en inligtingvaardighede en gebrek aan belangstelling wat buitekurrikulêre en persoonlike mediagebruik aan bande lê.

oooOooo

BYLAE A - D

BYLAE A : VORM VIR BEPLANNING VAN MEDIAPROGRAM

SKOOLMEDIABELEID		SKOOLMEDIAPROGRAM	
KOMPONENT	ONDERAFDELING	DOELWITTE VIR OPSTEL VAN WERKPROGRAMME	DATUM
1. Professionele bestuur van die mediasentrum	1.1 Mediakomitee		
	1.2 Mediabeleid		
	1.3 Mediaprogram		
2. Beplanning vir die funksionering van die mediasentrum	2.1 Mediapersoneel		
	2.2 Mediabegroting		
	2.3 Mediafasiliteite		
	2.4 Mediavoorraad		
	2.5 Organisering van die mediavoorraad		
3. Beplanning vir die voorsiening van mediadienste vir mediagebruik	3.1 Ontsluiting van inligting		
	3.2 Beskikbaarstelling van mediavoorraad		
	3.3 Bekendstelling van die mediasentrum		
	3.4 Inligting-en konsultasiedienste		
	3.5 Indiensopleiding en voorligting		
4. Beplanning vir mediagebruik	4.1 Mediagebruikersleiding		
	4.2 Kurrikulêre mediagebruik		
	4.3 Buitekurrikulêre mediagebruik		

BYLAE B : VORM VIR BEPLANNING VAN WERKPROGRAM

DOELWIT	ONDERWYSERS BETROKKE	WERKPROSEDURE	DATUM	
			Begin	Voltooi

BYLAE C : VOORBEELD VAN BESKIKBAARSTELLING VAN KRITERIA AAN ONDERWYSERS VIR EVALUERING VAN VOORRAAD

1. Maak fotokopieë van bl. 33 - 40.

2. Pas aan vir 'n evalueringsvorm volgens voorbeeld vir vakliteratuur op bl 95.

2.1 Voorsien ruimte vir outeur, titel en prys bo-aan.

2.2 Voorsien 'n kolom regs vir evaluering deur **Ja** of **Nee** by elke onderafdeling in te vul.

2.3 Voorsien 'n ruimte vir gebruiksmoontlikhede (bl. 32) onderaan.

2.4 Voeg naam, datum en aanbeveling onderaan bladsy by.

3. Pas die kriteria van die ander soorte media aan vir evalueringsvorms.

VOORBEELD VAN EVALUERINGSVORM VIR VAKLITERATUUR

2.1

Outeur:
Titel: **Prys:**

VAKLITERATUUR (insluitende parate naslaanwerke)

Doel: **Teikengroep:**

2.2

Inhoud:

- Keuse van stof bevredigend
- Korrekte inligting oorgedra
- Objektiewe inligting en vertolking van feite
- Tersaaklike inligting
- Resente inligting sover moontlik
- Etiese ingesteldheid aanvaarbaar

Aanbieding:

- Beplanning en uitleg bv. indeling van die stof en voorsiening van opskrifte slaag om vaslegging te vergemaklik en begrip te bevorder.
- Illustrasies soos foto's, tekeninge, kaarte en diagramme doelmatig voorsien by tersaaklike teks.
- Illustrasies dra inligting doeltreffend oor.
- Illustrasies geskik vir ouderdomsgroep.
- Lettertipe en spasiëring van drukwerk geskik vir ouderdomsgroep.
- Styl en woordeskat geskik vir ouderdomsgroep.
- Taalgebruik en skryfwyse op peil.
- Skryfstyl vlot, interessant, duidelik en saaklik.
- Vertaling (indien van toepassing) bevredigend.
- Verklaring van vakterme bevredigend.
- Interessant en oorspronklik aangebied.
- Inhoudsopgawe bied goeie oorsig van inhoud.
- Alfabetiese register vergemaklik vind van inligting.
- Bronnelys nuttig vir vind van bykomende inligting.
- Verklarende woordelys dek onbekende woorde/begrippe doeltreffend

Tegniese versorging

- Bladuitleg en lettertipe aantreklik en maklik leesbaar
- Formaat geskik vir ouderdomsgroep
- Gehalte van band aanvaarbaar
- Gehalte van papier aanvaarbaar

Medium:

Keuse van medium nie ter sake vir boeke nie

2.3 **Gebruiksmoontlikhede**

2.4 **Naam:** **Aanbeveling:**

Datum:

BYLAE D : VORM VIR OPSTEL VAN BRONNELYS

VAK: ..... ST: .....

TEMA/ONDERWERP: .....

BESONDERHEDE OOR MEDIA			SOORTE MEDIA IN MEDIASENTRUM												MEDIA BUITE SKOOL		
OUTEUR	TITEL	STAND-NOMMER	Boeke	Tydskrifte	Films	Grammofoon-plate	Kassette	Multi-mediapakette	Pamflette	Prente	Skyfies	Strookfilms	Transparante	Videoprogram-me	Onderwysbiblioteek	Nas. Filmteek	Ander: Museums, ens.
				P	FI	GR	KA	MU	PA	PR	SK	ST	TR	VI			

LYS VAN TOD-PUBLIKASIES

1. Handleiding vir die beheer van voorraad en uitrusting vir hoofde van onderwysinrigtings
2. Handleiding vir algemene skoolorganisasie
3. Handleiding vir preprimêre onderwys
4. Handleiding vir primêre onderwys
5. Handleiding vir gespesialiseerde onderwys
6. Handleiding vir roosterbeplanning in die sekondêre skool
7. Handleiding vir roosterkonstruksie in die primêre skool
8. Handleiding vir sekondêre onderwys
9. Inligtingstuk nr. 8 : Die administrasie van die mediasentrum, 1980
10. Katalogus van die mediasentrum, 1988
11. Mediagids (5 uitgawes jaarliks)
12. Program vir Mediagebruikersleiding in die skoolmediasentrum, 1979
13. Oriënteringskursus in onderwysmedia : Preprimêre skole, 1986
14. Oriënteringskursus in onderwysmedia : Primêre skole, 1984
15. Oriënteringskursus in onderwysmedia : Sekondêre skole, 1984
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